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ABSTRACT

The 132 research reports, surveys, studies, program descriptions, case histories, and conference papers listed in the annotated bibliography provide a ready reference tool for researchers and practitioners in the field of rural education. A compilation of Educational Resources Information Center (ERIC) document resumes, most entries provide the ERIC accession number, author, title, originating organization or sponsoring agency, date published, pagination, prices, alternate source for obtaining the document, major and minor descriptor and identifier terms, and abstract of the document. The entries, dating from 1966 to 1979, are organized under 8 topic headings: (1) rural school problems/needs, 22 entries; (2) rural school finance/grants, 9 entries; (3) rural school administrators, 8 entries; (4) rural school teachers and inservice teacher education, 20 entries; (5) rural school students and student motivation, 19 entries; (6) rural school curriculum, 6 entries; (7) rural special education, 17 entries; and (8) rural education in Illinois, 19 entries. There is also a section on additional resources which includes 12 miscellaneous citations from ERIC, a list of organizations disseminating information on rural education, and 7 reference sources indexed in "Books in Print". (NEC)

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Illinois State Board of Education

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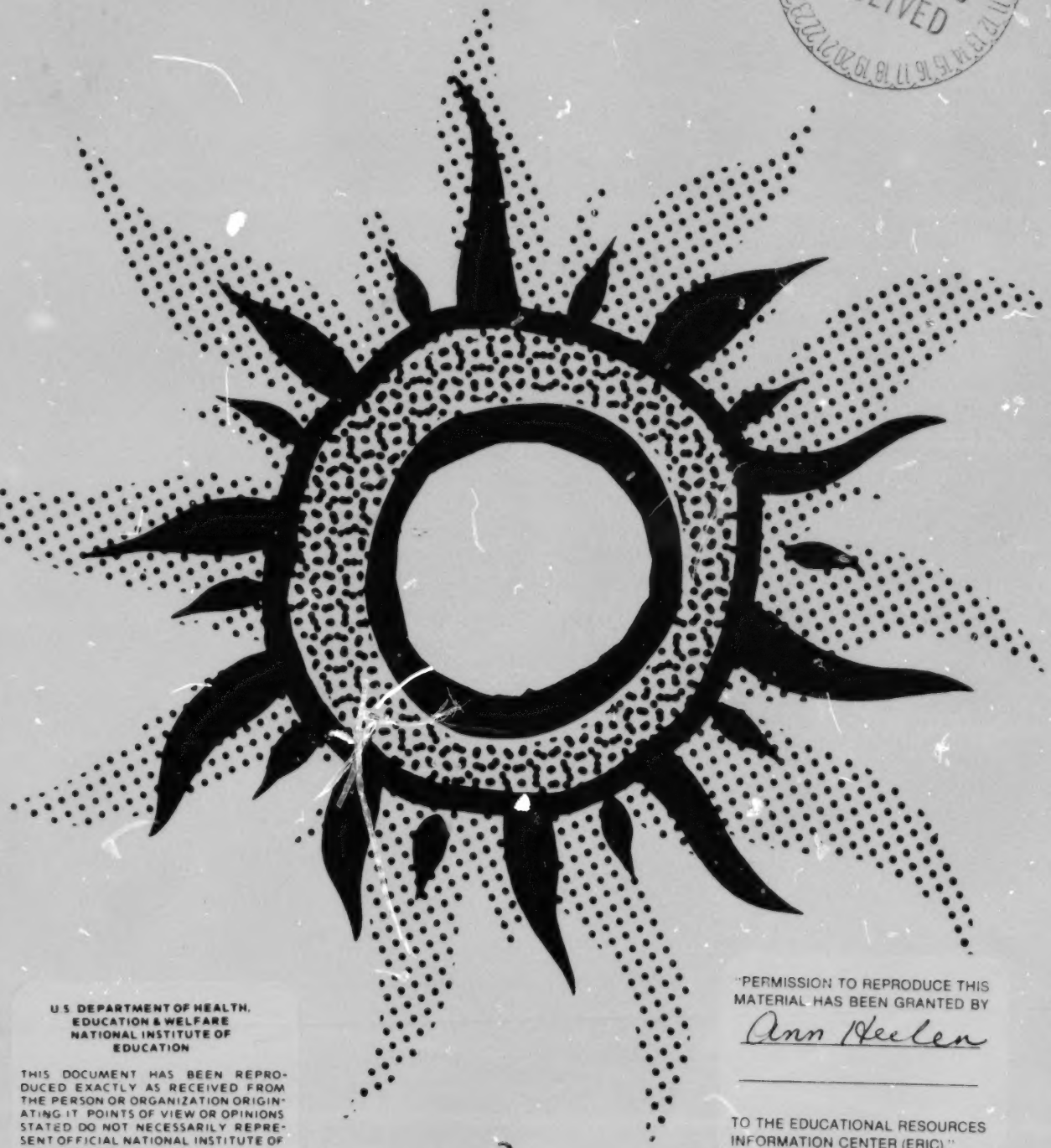

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Readi-Reference Packet: Rural Education

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Illinois State Board of Education

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Illinois State Board of Education

Joseph M. Cronin
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Section I: Rural School Problems/Needs

Descriptors:

Rural Education	Educational Problems
Rural Schools	Curriculum Problems
Rural School Systems	**********
	Educational Needs
	Needs Assessment

Duplication of this section of the packet is available from:

Search #728-02(2B-14) Rural Education/Schools - Curriculum/Educational Problems

Search #723-02(1B-91) Rural Education/Schools - Needs Assessment/Educational Needs

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AN ED172574.
AU MACK-DAVID-P. STEPHENS-E-ROBERT.
TI STRUCTURAL APPROACHES TO MEETING RURAL EDUCATION NEEDS.
SN BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C. DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C. NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION (DHEW), WASHINGTON, D.C. (BBB00077; BBB06621; BBB10241; FGK21416).
NT 30P. PAPER PRESENTED AT THE RURAL EDUCATION SEMINAR (COLLEGE PARK, MARYLAND, 29-31 MAY 1979).
YR 79.
MJ ADMINISTRATIVE-AGENCIES. AGENCY-ROLE. DELIVERY-SYSTEMS. EDUCATIONAL-IMPROVEMENT. RURAL-EDUCATION. SUCCESS-FACTORS.
MN ADMINISTRATIVE-ORGANIZATION. COMPARATIVE-ANALYSIS. EDUCATIONAL-ADMINISTRATION. EDUCATIONAL-DEVELOPMENT. EDUCATION-SERVICE-CENTERS. ELEMENTARY-SECONDARY-EDUCATION. GOVERNMENT-SCHOOL-RELATIONSHIP. ORGANIZATIONAL-CHANGE. PROGRAM-EVALUATION. SCHOOL-DISTRICTS. STATE-DEPARTMENTS-OF-EDUCATION.
ID LOCAL EDUCATION AGENCIES.
AB IN RECENT YEARS VARIOUS STRUCTURAL APPROACHES HAVE BEEN USED IN THE UNITED STATES TO IMPROVE THE DELIVERY OF ELEMENTARY AND SECONDARY EDUCATIONAL SERVICES TO RURAL STUDENTS. POST WORLD WAR II INTEREST IN REORGANIZATION OF LOCAL DISTRICTS INTO LARGER ADMINISTRATIVE UNITS HAS SHIFTED TO THREE OTHER APPROACHES POPULARIZED IN THE 1970'S (EACH WITH SUPPORTERS AND OPPONENTS), I.E. PROVISIONS OF SPECIALIZED SERVICES FROM DECENTRALIZED STATE EDUCATION AGENCIES (SEAS), FORMATION OF SPECIAL DISTRICT EDUCATION SERVICE AGENCIES (ESAS), AND DEVELOPMENT OF EDUCATION COOPERATIVES. A CURRENT STUDY OF CHARACTERISTICS OF 31 NETWORKS OF ALL TYPES OF SERVICE AGENCIES IN 26 STATES REVEALS THAT A MAJORITY OF THE SPECIAL DISTRICT ESAS ARE MAKING MORE SIGNIFICANT CONTRIBUTIONS OF PROGRAMS AND SERVICES TO PUBLIC LOCAL EDUCATION AGENCIES (LEAS) THAN A MAJORITY OF THE REGIONALIZED AND COOPERATIVE ESA NETWORKS. MOST SPECIAL DISTRICTS HAVE A MORE COMPREHENSIVE, FASTER GROWING STAFF. FEDERAL INVOLVEMENT IN ALL THREE APPROACHES APPEARS CRUCIAL. REGIONAL SEA/ESAS ENJOY MORE STATE INVOLVEMENT AND COOPERATIVES HAVE MORE PUBLIC LEA INVOLVEMENT. THE FEDERAL GOVERNMENT SHOULD ADOPT A CONSISTENT FUNDING POLICY FOR ESAS AND ALL DISTRICTS SHOULD RECEIVE THEIR FAIR SHARE OF SERVICES. FEDERAL SCHOOL IMPROVEMENT EFFORTS SHOULD TAKE ADVANTAGE OF THE UNIQUE ABILITY OF ESAS TO SERVICE RURAL SCHOOLS.

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AN ED168778.
AU MUSE-IVAN-D. STONEHOCKER-LOYA.
TI A STUDY OF SMALL RURAL HIGH SCHOOLS OF LESS THAN 200 STUDENTS: PERCEPTIONS OF TEACHERS AND ADMINISTRATORS.
NT 77P. PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, CALIFORNIA, APRIL 8-12, 1979); SOME PAGES MARGINALLY LEGIBLE.
YR 79.
MJ ADMINISTRATOR-ATTITUDES. HIGH-SCHOOLS. RURAL-SCHOOLS. SMALL-SCHOOLS. STUDENT-PROBLEMS. TEACHER-ATTITUDES.
MN ADMINISTRATOR-BACKGROUND. ADMINISTRATOR-EDUCATION. EVALUATION.

INSERVICE-TEACHER-EDUCATION. PRESERVICE-EDUCATION. RURAL-EDUCATION. RURAL-ENVIRONMENT. TEACHER-BACKGROUND. TEACHER-EDUCATION.
ID UNITED STATES (WEST).
AB STAFFS OF 32 SMALL WESTERN RURAL HIGH SCHOOLS WITH FEWER THAN 200 STUDENTS WERE THE FOCUS OF A STUDY DESIGNED TO: GENERATE ATTITUDINAL "PROFILES" OF TEACHERS AND PRINCIPALS ABOUT RURAL TEACHING, TEACHERS, AND STUDENTS; COMPARE PROFILES OF TEACHERS WITH THOSE OF PRINCIPALS TO DETERMINE POSSIBLE SOURCES OF CONFLICT; LEARN SCHOOLS' STRENGTHS AND WEAKNESSES; INDICATE SOME DIRECTIONS TO HELP ALLEVIATE RURAL EDUCATION PROBLEMS; AND SEEK TEACHER OPINION REGARDING PRESERVICE AND INSERVICE PROGRAMS, TEACHER SATISFACTION AND ADJUSTMENT, AND SCHOOL PROBLEMS. RURAL TEACHERS SURVEYED TENDED TO HAVE RURAL BACKGROUNDS, HAD TAUGHT AN AVERAGE OF 6 TO 10 YEARS, AND WERE BASICALLY CONTENT TO REMAIN IN THEIR CURRENT SCHOOLS. THEIR INITIAL ADJUSTMENT DIFFICULTIES RESULTED FROM INADEQUATE RURAL FACILITIES. TEACHERS FELT RURAL SCHOOLS OFFERED MORE INDIVIDUAL ATTENTION, BETTER DISCIPLINE, AND CLOSER TEACHER-STUDENT RELATIONSHIPS, BUT WEAKER CURRICULA AND SCHOOL-COMMUNITY RELATIONS. TEACHERS AND PRINCIPALS AGREED AS TO THE SERIOUSNESS OF SOME STUDENT PROBLEMS (ALCOHOLISM, AND LACK OF PARENTAL SUPPORT, EDUCATIONAL GOALS, AND MOTIVATION), BUT DIFFERED AS TO THE SERIOUSNESS OF STUDENT VANDALISM AND DRUG USE. SUCH POLARIZATION CONTRIBUTED TO POOR MORALE AND LESSENED EFFECTIVENESS ON OCCASION. IT WAS ALSO CONCLUDED THAT PRESERVICE PROGRAMS NEEDED SOME CHANGES, INCLUDING GREATER EMPHASIS ON RURAL EXPERIENCES, AND THAT INSERVICE PROGRAMS WERE INADEQUATE.

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AN ED168759.
AU ROSS-PEGGY-J. GREEN-BERNAL-L.
IN NEW MEXICO STATE UNIV. UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS. (QI159660).
TI IMPACTS OF THE RURAL TURNAROUND ON RURAL EDUCATION.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AV NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC. 813 AIRPORT BLVD. AUSTIN, TEXAS 78702 (EC-075; $4.25).
NT 52P.
YR 79.
MJ EDUCATIONAL-ADMINISTRATION. EDUCATIONAL-FACILITIES. EDUCATIONAL-FINANCE. RURAL-EDUCATION. SOCIAL-PROBLEMS. URBAN-TO-RURAL-MIGRATION.
MN BEHAVIOR-PROBLEMS. COMMUNITY-LEADERS. COMMUNITY-PLANNING. DEMOGRAPHY. MIGRATION-PATTERNS. POPULATION-TRENDS. RURAL-RESETTLEMENT. RURAL-SCHOOLS. RURAL-SCHOOL-SYSTEMS. RURAL-URBAN-DIFFERENCES.
ID INFORMATION ANALYSIS PRODUCTS; NONMETROPOLITAN AREAS.
AB FACILITIES AND STAFF, FINANCING, ADMINISTRATION, AND SOCIAL/BEHAVIORAL PROBLEMS ARE FOUR AREAS OF THE EDUCATIONAL SYSTEMS OF RURAL SCHOOLS IMPACTED BY THE RAPID POPULATION GROWTH RESULTING FROM THE URBAN-TO-RURAL MIGRATION BEGUN IN THE 1970'S AND EXPECTED TO LAST SEVERAL DECADES. OVERCROWDING OF FACILITIES IS A SHORT-RANGE PROBLEM FOR COMMUNITIES WITH ECONOMIC AND PUBLIC SUPPORT, BUT A LONG-RANGE PROBLEM FOR THOSE UNABLE TO INITIATE A SATISFACTORY SOLUTION. GREATER LOCAL REVENUES RESULT FROM GREATER POPULATION, YET THERE MAY BE RURAL RESISTANCE TO THE IDEAS OF URBAN NEWCOMERS. SHORT-RANGE ADMINISTRATIVE PROBLEMS AND PAPERWORK OVERLOADS OCCUR WITH INCREASED SCHOOL POPULATION. SOCIAL/BEHAVIORAL PROBLEMS, SUCH AS DISCIPLINE AND ALCOHOL MISUSE, ALSO INCREASE. EDUCATIONAL SYSTEMS

WILL EXPERIENCE BOTH POSITIVE AND NEGATIVE EFFECTS OF THE GROWTH PROCESS, BUT SUBSTANTIAL ECONOMIC AND SOCIAL COSTS CAN BE AVOIDED WITH EARLY LONG-RANGE PLANNING. THE EXTENT TO WHICH RURAL COMMUNITY LEADERS SHOULD AND CAN ANTICIPATE AND RESPOND TO POPULATION GROWTH AND ITS RESULTANT CHANGES IS CRITICAL. SCENARIOS OF TWO DIFFERENT RURAL COMMUNITIES--A "BOOMTOWN" AND A TOWN EXEMPLIFYING "SOCIAL AMENITIES GROWTH"--DEMONSTRATE THAT THE IMPACTS OF RAPID GROWTH ON RURAL EDUCATION ARE SIGNIFICANTLY INFLUENCED BY ECONOMIC AND SOCIAL FACTORS IN THE LARGER COMMUNITY ARENA.

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AN ED158928.
AU WHEELOCK-GERALD-C COMP. SAPRA-PUSHPA-B COMP.
IN SOUTHERN RURAL DEVELOPMENT CENTER, STATE COLLEGE, MISS. (BBB11669).
TI EDUCATIONAL NEEDS PROJECTION AND RURAL DEVELOPMENT: A BIBLIOGRAPHY. SRDC BIBLIOGRAPHY SERIES NO. 7.
SN RURAL DEVELOPMENT SERVICE (DOA), WASHINGTON, D.C. (BBB09147).
AV SOUTHERN RURAL DEVELOPMENT CENTER, BOX 5406, MISSISSIPPI STATE, MS 39762 ($5.00).
NT 171P. PAGE 2C MAY NOT REPRODUCE WELL DUE TO SMALL PRINT SIZE.
YR 78.
MJ BIBLIOGRAPHIES. EDUCATIONAL-NEEDS. EDUCATIONAL-PLANNING. RURAL-DEVELOPMENT. RURAL-EDUCATION. SOUTHERN-STATES.
MN ADULT-EDUCATION. COMMUNITY-INVOLVEMENT. COOPERATIVE-EDUCATION. CURRICULUM-DEVELOPMENT. EDUCATIONAL-ADMINISTRATION. FINANCIAL-PROBLEMS. GOVERNMENT-ROLE. INDEXES-LOCATERS. LEADERSHIP-QUALITIES. MODELS. SCHOOL-COMMUNITY-RELATIONSHIP. SCHOOL-INTEGRATION. STUDENT-ATTITUDES. SURVEYS. TEACHER-QUALIFICATIONS. VOCATIONAL-EDUCATION.
ID DELPHI TECHNIQUE.
AB DERIVED FROM ERIC AND DISSERTATION ABSTRACTS INTERNATIONAL (DAI) FILES, THIS BIBLIOGRAPHY IS IN THREE SECTIONS. EXTENSIVELY INDEXED, IT CONTAINS 739 CITATIONS OF WORK PUBLISHED BETWEEN 1965-75. "COMMUNITY INVOLVEMENT AND RURAL EDUCATION PLANNING" (ERIC) YIELDS 109 CITATIONS ON A COMMUNITY BASED APPROACH TO EDUCATIONAL PLANNING AND DEVELOPMENT IN RURAL AREAS. MAJOR SUBJECT AREAS ARE CURRICULUM IMPROVEMENT, DISCRIMINATION, FINANCIAL PROBLEMS, LEADERSHIP QUALIFICATION AND STRUCTURE, SCHOOL-COMMUNITY RELATIONSHIP, TEACHERS' QUALIFICATIONS, BIBLIOGRAPHIES, HANDBOOKS, AND SYNTHESIS OF RESEARCH. "METHODOLOGIES FOR DETERMINING EDUCATIONAL NEEDS" (DAI) LISTS 80 DISSERTATIONS UTILIZING OR EXPLORING APPLICATION OF EDUCATIONAL NEEDS PROJECTION METHODOLOGIES. SIXTY-FIVE THESES ARE BASED ON SOME VARIATION OF "OPINION SURVEYS", 35 OF WHICH UTILIZE THE DELPHI PROCEDURE. FIFTEEN PAPERS RELY ON "STATISTICAL MODELS'. "DISSERTATIONS ON PUBLIC SCHOOL TOPICS IN THE SOUTH," COMPOSED OF 550 TITLES, PROVIDES PERSPECTIVE ON THE RELATIVE EMPHASIS PLACED ON NEEDS PROJECTION IN EDUCATION RESEARCH. MAJOR SUBJECT AREAS INCLUDE SUCH TOPICS AS THE ADMINISTRATION, FISCAL POLICY, TEACHERS, CURRICULUM, ETC. OF PUBLIC SCHOOLS, VOCATIONAL TECHNICAL SCHOOLS, COMMUNITY COLLEGES AND CONTINUING EDUCATION PROGRAMS.

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AN ED151113.
AU FITZSIMMONS-STEPHEN-J. AND OTHERS.
IN ABT ASSOCIATES, INC. CAMBRIDGE, MASS. (MGG00100).
TI A RESEARCH AGENDA FOR RURAL EDUCATION: INFORMATION NEEDS AND NECESSARY INITIATIVES. MINI-REPORT NO. 1 OF EVALUATION AND

DOCUMENTATION OF EXPERIMENTAL SCHOOLS PROGRAM FOR SMALL SCHOOLS SERVING RURAL AREAS.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
NT 42P.
YR 76.
MJ INFORMATION-NEEDS. NATIONAL-SURVEYS. POLICY-FORMATION. RURAL-EDUCATION. SCHOOL-SUPERINTENDENTS. TEACHERS.
MN COMMUNITY-INVOLVEMENT. COMMUNITY-RESOURCES. CONSOLIDATED-SCHOOLS. CURRICULUM-DEVELOPMENT. DECISION-MAKING. EDUCATIONAL-INNOVATION. EDUCATIONAL-NEEDS. EDUCATIONAL-RESOURCES. INSERVICE-TEACHER-EDUCATION. PARENT-PARTICIPATION. POLITICAL-ISSUES. SMALL-SCHOOLS.
AB IN AN EFFORT TO IDENTIFY AND PRIORITIZE CRITICAL ISSUES IN RURAL EDUCATION, THREE GROUPS WERE SURVEYED: POLICY MAKERS (N=10 NATIONAL, 7 STATE, AND 4 LOCAL); PRACTITIONERS (LIMITED TO 48 SCHOOL SUPERINTENDENTS FROM DISTRICTS RANDOMLY DRAWN BY REGION, WITH NO MORE THAN 2 TO A GIVEN STATE); AND TRAINERS (N=48 TRAINERS WITH 16 IN EACH OF THE CATEGORIES OF PRE-SERVICE TRAINERS, ADMINISTRATIVE CONSULTANTS TO SCHOOL DISTRICTS, AND IN-SERVICE TRAINERS). RESULTS INDICATED SOME DIFFERING CONCERNS AND INFORMATION NEEDS AMONG THE RESPONDENTS SURVEYED. ALL GROUPS WANTED TO LEARN HOW TO DEAL WITH LIMITED RESOURCES; INTEREST IN PERSONNEL WAS HIGH ACROSS ALL GROUPS; REORGANIZATION, CONSOLIDATION, AND COOPERATION CONCERNS WERE HIGHEST AMONG POLICY MAKERS; STRONG INTEREST WAS EXPRESSED AMONG ALL GROUPS FOR CURRICULUM, TEACHING MATERIALS, BASIC AND VOCATIONAL EDUCATION, AND SERVICES; POLICY MAKERS WERE MODERATELY INTERESTED IN STUDENT MOTIVATION, AND THERE WAS DIVISION IN THE AREAS OF EDUCATION FOR COMMUNITY PARTICIPATION VS EDUCATION FOR COSMOPOLITANISM; PRACTITIONERS WERE ESPECIALLY INTERESTED IN OBTAINING COMMUNITY APPROVAL OF EDUCATIONAL EXPENDITURES AND POLICY MAKERS AND PRACTITIONERS WERE MORE CONCERNED ABOUT PARENTAL INVOLVEMENT THAN WERE TRAINERS; PRACTITIONERS WERE INTERESTED IN INNOVATIVE TECHNIQUES ONLY WHEN APPLICABLE TO RURAL RESTRICTIONS; AND POLICY MAKERS WERE INTERESTED IN LOCAL POWER STRUCTURES.

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AN ED148547.
AU SHER-JONATHAN-P ED. AND OTHERS.
TI EDUCATION IN RURAL AMERICA: A REASSESSMENT OF CONVENTIONAL WISDOM.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AV WESTVIEW PRESS, INC. 1898 FLATIRON COURT, BOULDER, COLORADO 80301 ($7.50, PAPER COVER).
NT 394P.
YR 77.
MJ CASE-STUDIES. CHANGE-STRATEGIES. COMMUNITY-DEVELOPMENT. CONSOLIDATED-SCHOOLS. EDUCATIONAL-FINANCE. RURAL-EDUCATION.
MN BOOKS. COMMUNITY-CONTROL. EDUCATIONAL-HISTORY. EDUCATIONAL-RESEARCH. MODELS. PLANNING. POLICY-FORMATION. RURAL-SCHOOLS. RURAL-URBAN-DIFFERENCES. SCHOOL-DISTRICT-AUTONOMY. SMALL-SCHOOLS.
ID VERMONT; WEST VIRGINIA (PRESTON COUNTY).
AB INTENDED TO SPUR POLICY MAKERS, PRACTITIONERS, PARENTS, AND OTHER INTERESTED INDIVIDUALS TO REOPEN RURAL EDUCATIONAL ISSUES, THIS VOLUME EXPLORES "CONVENTIONAL WISDOM" (THE WIDELY ACCEPTED ASSUMPTIONS AND THEORIES ABOUT RURAL EDUCATION) AND EXAMINES ITS MERITS IN LIGHT OF BOTH ACCUMULATED EXPERIENCE AND RECENT RESEARCH. THE TEXT IS DIVIDED INTO 4 PARTS AND INCLUDES THE FOLLOWING 8 PAPERS:

"THE URBANIZATION OF RURAL SCHOOLS, 1840-1970" (DIVIDED INTO 5 PHASES: 1840-70, 1870-95, 1896-1920, 1920-44, AND 1944-70); "ECONOMY, EFFICIENCY, AND EQUALITY: THE MYTHS OF RURAL SCHOOL AND DISTRICT CONSOLIDATION" (EXPLORES WHY IT HAPPENED AND THE IMPLICATIONS FOR EDUCATIONAL POLICY); "CHOOSING SMALLNESS: AN EXAMINATION OF THE SMALL SCHOOL EXPERIENCE IN RURAL AMERICA" (CONSOLIDATORS VS CONSERVATORS, THE NATURE OF THE TRADITIONAL SMALL SCHOOL, NEW MODELS FOR RURAL EDUCATION, ETC.); "COPING WITH SPARSITY: A REVIEW OF RURAL SCHOOL FINANCE" (HISTORY, EQUITY, LOCAL CONTROL, CURRENT REFORMS, ETC.); "CLASS CONFLICT IN RURAL EDUCATION: A CASE STUDY OF PRESTON COUNTY, WEST VIRGINIA" (HISTORY, ANALYSIS OF THE SCHOOL BOARD'S COMPREHENSIVE FACILITIES PLAN, AND THE COMMUNITY SCHOOL PLAN AND THE FOURTH BOND ISSUE); "CENTRALIZATION VS DECENTRALIZATION: A CASE STUDY OF RURAL EDUCATION IN VERMONT"; "WHAT'S NEXT? A RESEARCH AND ACTION AGENDA FOR RURAL EDUCATION" (LESSONS AND GUIDELINES, STRUCTURAL REFORMS, AND SUBSTANTIVE REFORMS); "SCHOOL-BASED COMMUNITY DEVELOPMENT CORPORATIONS: A NEW STRATEGY FOR EDUCATION AND DEVELOPMENT IN RURAL AMERICA".

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AN ED148540.
AU BAIL-JUE-P. AND OTHERS.
TI CONCERNS AND EXPECTATIONS OF RURAL RESIDENTS OF THE STATE OF NEW YORK REGARDING LONG-RANGE PLANNING FOR EDUCATION, KINDERGARTEN THROUGH GRADES TWELVE. A POSITION PAPER OF THE COUNCIL ON RURAL EDUCATION.
NT 40P. BEST COPY AVAILABLE; PREPARED BY MEMBERS OF THE NEW YORK COUNCIL ON RURAL EDUCATION.
YR 71.
MJ CURRICULUM-DEVELOPMENT. FACILITIES. FINANCIAL-SUPPORT. NEEDS-ASSESSMENT. RURAL-SCHOOLS. TEACHER-QUALIFICATIONS.
MN CHANGE-STRATEGIES. COMMUNITY-INVOLVEMENT. ELEMENTARY-SECONDARY-EDUCATION. GUIDANCE-PROGRAMS. HEALTH-SERVICES. RECREATIONAL-PROGRAMS. RURAL-URBAN-DIFFERENCES. SPECIAL-SERVICES. VOCATIONAL-EDUCATION.
ID NEW YORK; TRADITIONALISM.
AB ACCORDING TO THE 1970 CENSUS, APPROXIMATELY 33% OF THE 18,000,000 PEOPLE LIVING IN NEW YORK LIVED IN SMALL TOWNS, VILLAGES, AND OPEN COUNTRY. NONETHELESS, THE STATE'S MAJOR EDUCATIONAL CONCERNS HAVE REMAINED URBAN ORIENTED. ALTHOUGH RURAL SCHOOLS HAVE SOME STRENGTHS (COMMUNITY CENTERED, LOCALLY ADMINISTERED PROGRAMS, DESIRABLE ENVIRONMENT, AND BASIC AMERICAN DEMOCRATIC VALUES), PUPILS COMING OUT OF RURAL SCHOOLS COMPARE UNFAVORABLY WITH THEIR COUNTERPARTS IN SUBURBAN AREAS. AMONG THE MAJOR WEAKNESSES OF RURAL SCHOOLS ARE: LIMITED LOCAL FINANCIAL BASES; LIMITED OPPORTUNITIES FOR CULTURAL ENRICHMENT; RESTRICTED OR MORE TRADITIONAL APPROACHES TO CURRICULUM; LESS OPPORTUNITY TO OBSERVE MAINSTREAM BUSINESS, INDUSTRY, TRANSPORTATION, ETC. LESS PROVISION OF SPECIAL SERVICES FOR GUIDANCE, HEALTH, AND RECREATION, ETC. GENERALLY LESS QUALIFIED TEACHERS; AND LESS OPPORTUNITY OR "FEEL" FOR DEVELOPING AN EDUCATIONAL PROGRAM GEARED FOR CHANGE. IMPROVING EDUCATION IN RURAL NEW YORK REQUIRES MEASURES WHICH PROVIDE: ADEQUATE FINANCIAL SUPPORT; ADEQUATE STAFFING OF SCHOOLS WITH WELL-TRAINED PROFESSIONALS AND PARA-PROFESSIONALS; ADEQUATE, UP-TO-DATE CURRICULA IN BOTH ACADEMIC AND VOCATIONAL AREAS; ADEQUATE PHYSICAL FACILITIES ENABLING PROFESSIONAL EDUCATORS TO TAKE FULL ADVANTAGE OF OPPORTUNITIES FOR LEARNING; ADEQUATE SERVICES (GUIDANCE, HEALTH, AND RECREATION) TO PROVIDE A CLIMATE FOR MENTAL AND PHYSICAL GROWTH; AND ADEQUATE

OPPORTUNITY FOR LAY PEOPLE TO HAVE A VOICE IN RUNNING RURAL SCHOOLS.

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AN ED139570.
AU ELLIOTT-RICHARD-D COMP.
IN GREENE - DELAWARE - SCHOHARIE - OTSEGO BOARD OF COOPERATIVE EDUCATIONAL SERVICES, STAMFORD, N.Y. (BBB14533).
TI DRUTHERS A COLLECTION OF VIABLE IDEAS FROM RURAL SCHOOLS.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. PROJECTS TO ADVANCE CREATIVITY IN EDUCATION. (BBB00927).
NT 96P. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.
YR 75.
PJ EDUCATIONAL-ALTERNATIVES. INSTRUCTIONAL-INNOVATION. LEARNING-ACTIVITIES. RURAL-EDUCATION. RURAL-SCHOOLS. TEACHING-METHODS.
MN CAREER-EDUCATION. CENTERS-OF-INTEREST. CLASS-ORGANIZATION. DRAMA. EARLY-CHILDHOOD-EDUCATION. EDUCABLE-MENTALLY-HANDICAPPED. EDUCATIONAL-INNOVATION. ELEMENTARY-SECONDARY-EDUCATION. INDEPENDENT-STUDY. INDIVIDUALIZED-INSTRUCTION. MUSIC. NONGRADED-SYSTEM. OPEN-EDUCATION. OUTDOOR-EDUCATION. PERCEPTUAL-MOTOR-LEARNING. PHYSICAL-EDUCATION. READINESS. READING-READINESS. RESOURCE-GUIDES. SCIENCE-ACTIVITIES. SOCIAL-STUDIES. SPECIAL-EDUCATION. TEAM-TEACHING.
ID NEW YORK.
AB AN INDIVIDUALIZED JUNIOR HIGH SCHOOL, A YOUTH RESOURCES PROGRAM THAT INTERWEAVES HIGH SCHOOL WITH SUPERVISED WORK EXPERIENCES, MULTI-AGED ELEMENTARY FAMILY GROUPINGS THAT MAINSTREAM EMR (EDUCABLE MENTALLY RETARDED) CHILDREN, AND A SINGLE LIBRARY ROOM TRANSFORMED INTO SEVEN OPTIONAL LEARNING STATIONS USING A MULTI-CHANNEL AUDIO SYSTEM ARE REAL PROGRAMS THAT MAKE A DIFFERENCE FOR STUDENTS IN RURAL SCHOOLS. THIS BOOKLET PRESENTS 65 INNOVATIVE AND PROMISING EDUCATIONAL PRACTICES THAT HAVE BEEN SUCCEEDING IN CLASSROOMS IN NEW YORK'S RURAL SCHOOLS. THE BOOKLET AIMS: TO BUILD GREATER AWARENESS ABOUT PROGRAMS THAT CAN WORK IN RURAL SCHOOLS; AND TO SERVE AS A RESOURCE BOOK, NOT ONLY OF IDEAS, BUT ALSO OF EXPERIENCED PEOPLE WHO ARE ABLE TO OFFER INSIGHTS FOR TURNING IDEAS INTO WORKING PROGRAMS. IDEAS COVER SUCH TOPICS AS: PRIMARY, MIDDLE SCHOOL, AND SECONDARY ORGANIZATION; ORIENTATION FOR PRESCHOOL CHILDREN ENTERING PRIMARY SCHOOL; READING READINESS; READINESS SKILLS; MOTOR-PERCEPTUAL TRAINING; OPEN EDUCATION; A NONGRADED APPROACH; TEAM TEACHING; READING; COOKING; SPECIAL EDUCATION; PHYSICAL EDUCATION; ENGLISH; SOCIAL STUDIES; SCIENCE; INDEPENDENT STUDY; MUSIC; MEDIA CENTERS; OUTDOOR EDUCATION; ART; CAREER EDUCATION; HUMANITIES; COMMUNICATION ARTS; DRAMA; PROJECT ARTS; GRADUATION FROM JUNIOR HIGH SCHOOL; VOLUNTEER PROGRAMS; FAMILY GROUP APPROACH; AND MAINSTREAMING PRIMARY AND INTERMEDIATE CHILDREN.

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AN ED139120.
AU LOUIS-KAREN-SEASHORE. ROSENBLUM-SHEILA.
IN ABT ASSOCIATES, INC. CAMBRIDGE, MASS. (NGG00100).
TI PARTICIPATION AND THE IMPLEMENTATION OF PLANNED CHANGE.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
NT 32P. PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, N.Y. APRIL 4-8, 1977).
YR 77.
PJ EDUCATIONAL-CHANGE. PARTICIPATION. PRINCIPALS.

SCHOOL-SUPERINTENDENTS. TEACHERS.
MN CHANGE-AGENTS. CHANGE-STRATEGIES. DECISION-MAKING.
EDUCATIONAL-INNOVATION. EDUCATIONAL-PLANNING. EDUCATIONAL-RESEARCH.
LEADERSHIP. ORGANIZATIONAL-CHANGE. POLITICAL-INFLUENCES.
RURAL-SCHOOL-SYSTEMS.
AB A VARIETY OF HYPOTHESES DEALING WITH THE PARTICIPATION IN
DECISION-MAKING OF MEMBERS AT DIFFERENT LEVELS OF RURAL SCHOOLS AND
THE DEGREE OF IMPLEMENTATION IN THESE SCHOOLS OF PLANNED
ORGANIZATIONAL CHANGES ARE EXPLORED. PARTICIPATION IS EXAMINED IN
TWO SPHERES: DECISIONS RELATING TO THE OPERATIONS OF THE SCHOOL
DISTRICT IN GENERAL, AND PLANNING OF A SPECIFIED PROGRAM OF
COMPREHENSIVE ORGANIZATIONAL CHANGE. IT IS HYPOTHESIZED THAT BOTH
KINDS OF PARTICIPATION ARE RELATED TO THE DEGREE OF IMPLEMENTATION.
IT IS FURTHER DEMONSTRATED THAT TOTAL INFLUENCE IN THE ORGANIZATION
CAN VARY AND THAT THIS TOTAL INFLUENCE AFFECTS IMPLEMENTATION AS
WELL.

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AN ED138393.
AU JONGEWARD-RAY.
IN NATIONAL FEDERATION FOR THE IMPROVEMENT OF RURAL EDUCATION.
(68812768).
TI NFIRE SURVEY OF RURAL EDUCATION NEEDS.
NT 9P.
YR 77.
PJ CURRICULUM-DEVELOPMENT. FINANCIAL-SUPPORT. NEEDS-ASSESSMENT.
RURAL-EDUCATION. SURVEYS.
MN CITIZEN-PARTICIPATION. COSTS. ELEMENTARY-SECONDARY-EDUCATION.
INSERVICE-PROGRAMS. INTERAGENCY-COORDINATION. OPINIONS.
SPECIAL-SERVICES.
AB TABULATED RESULTS OF A 1976 NATIONAL FEDERATION FOR THE IMPROVEMENT
OF RURAL EDUCATION (NFIRE) SURVEY SOLICITING 140 OPINIONS (A 43%
RETURN ON 322 SURVEY FORMS) RE: RURAL EDUCATION PRIORITIES ARE
PRESENTED IN THIS PAPER. THESE RESULTS INCLUDE THE TOTAL NUMBER OF
PERSONS RESPONDING TO EACH ITEM AND THE RESULTANT RANKING OF ALL
ITEMS IN THE SURVEY. CLUSTERING INTO SIX GROUPS, THE GROUPING OF
SURVEY ITEMS OF HIGHEST CONCERN IS PRESENTED AS FOLLOWS: LIMITED
COURSE OFFERINGS FOR STUDENTS, ESPECIALLY AT THE SECONDARY LEVEL;
LACK OF FINANCIAL SUPPORT PROGRAMS AIMED AT ALLEVIATING PROBLEMS IN
REMOTE RURAL AREAS; LIMITED NUMBER OF SPECIAL SERVICES (E. G. MUSIC,
LIBRARY, SPECIAL EDUCATION, ETC.) DUE TO SMALL ENROLLMENTS AND HIGH
COSTS; THE NEED TO FIND NEW WAYS TO ENCOURAGE CITIZEN PARTICIPATION,
STRENGTHENED PROBLEM SOLVING AND DECISION MAKING SKILLS, INTERAGENCY
COMMUNICATION AND COLLABORATION; RECOGNITION ON THE PART OF EQUAL
EDUCATION OPPORTUNITY (EEO) AGENCIES THAT GEOGRAPHIC ISOLATION AND
SMALLNESS INHIBIT EEO FOR RURAL STUDENTS. SURVEY ITEMS RATED HIGH
(75-78) ARE PRESENTED AS FOLLOWS: THE HIGH COST OF EDUCATION FOR
RURAL STUDENTS, ESPECIALLY WHEN ENROLLMENTS ARE SPREAD OVER A LARGE
GEOGRAPHIC AREA; THE SMALL BUDGETS AVAILABLE TO MEET LOCAL NEEDS; AND
THE LIMITED INSERVICE TRAINING OPPORTUNITIES FOR RURAL TEACHERS AND
ADMINISTRATORS.

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AN ED125807.
IN NEW MEXICO STATE UNIV. UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL
EDUCATION AND SMALL SCHOOLS. (QI159660).
TI SMALL SCHOOLS, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS).

ERIC/CRESS SUPPLEMENT NO. 2.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AV NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC. 813 AIRPORT BOULEVARD, AUSTIN, TEXAS 78702 (STOCK NO. EC-038, $3.00).
NT 64P. FOR RELATED DOCUMENT, SEE ED 107 416.
YR 76.
MJ ABSTRACTS. ANNOTATED-BIBLIOGRAPHIES. CITATION-INDEXES. EDUCATIONAL-RESEARCH. RURAL-SCHOOLS. SMALL-SCHOOLS.
MN EDUCATIONAL-DEVELOPMENT. EDUCATIONAL-PROBLEMS. ELEMENTARY-SECONDARY-EDUCATION. PUBLICATIONS. RURAL-AREAS. SUBJECT-INDEX-TERMS.
AB COMPILED TO PROVIDE ACCESS TO SOME OF THE LATEST RESOURCE MATERIAL, RESEARCH FINDINGS, AND/OR DEVELOPMENTS IN SMALL SCHOOL EDUCATION, THIS BIBLIOGRAPHY SUPPLEMENTS TWO PREVIOUS BIBLIOGRAPHIES WHICH IN CONJUNCTION WITH FOUR OTHERS PUBLISHED UNDER THE TITLE OF "RURAL EDUCATION AND SMALL SCHOOLS" PROVIDES CUMULATIVE COVERAGE. PART I OF THIS SUPPLEMENT CONTAINS 26 CITATIONS TAKEN FROM THE APRIL 1975 THROUGH MARCH 1976 ISSUES OF "RESOURCES IN EDUCATION" (RIE). EACH RIE ENTRY INCLUDES AN EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) ACCESSION NUMBER, PUBLICATION DATE, TITLE, AUTHOR(S), DESCRIPTORS, IDENTIFIERS, DESCRIPTIVE NOTE, AND AN ABSTRACT. DERIVED FROM THE APRIL 1975 THROUGH MARCH 1976 ISSUES OF "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE), PART II INCLUDES SIX CITATIONS. EACH CIJE ENTRY INCLUDES AN ERIC ACCESSION NUMBER, PUBLICATION DATE, TITLE, AUTHOR(S), DESCRIPTORS, IDENTIFIERS, JOURNAL CITATION, AND AN ANNOTATION WHEN NECESSARY. A WIDE VARIETY OF MATERIAL (PROGRAM DESCRIPTIONS, TECHNICAL REPORTS, BIBLIOGRAPHIES, ETC.) IS COVERED, PARTICULARLY IN THE AREAS OF ELEMENTARY/SECONDARY EDUCATION, RURAL SCHOOLS, AND EDUCATIONAL PROBLEMS. PART III PRESENTS AN RIE/CIJE SUBJECT INDEX, WHILE PART IV PRESENTS A LIST OF THE STANDING ORDER MICROFICHE COLLECTIONS. ORDERING INFORMATION IS APPENDED.

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AN ED104590.
AU EDINGTON-EVERETT-D.
TI FEDERAL POLICY FOR RURAL EDUCATION.
NT 10P. PAPERS PRESENTED AT THE FIRST NATIONAL CONFERENCE ON RURAL AMERICA, WASHINGTON, D.C. APRIL 14-17, 1975. FOR RELATED DOCUMENT, SEE ED 051 921.
YR 75.
MJ FEDERAL-GOVERNMENT. INTERAGENCY-COORDINATION. POLICY-FORMATION. RURAL-DEVELOPMENT. RURAL-EDUCATION.
MN ACCOUNTABILITY. DEFINITIONS. EDUCATIONAL-PROBLEMS. FEDERAL-STATE-RELATIONSHIP. NEEDS.
AB THE U.S. LACKS A WELL DEFINED FEDERAL POLICY FOR RURAL EDUCATION, AS THOSE IN DECISION MAKING POSITIONS TRADITIONALLY HAVE REPRESENTED URBAN AND SUBURBAN INTERESTS. MUCH OF THE BLAME LIES WITH THOSE OF US WHO ARE CONCERNED WITH RURAL EDUCATION, FOR IT IS OUR RESPONSIBILITY TO SEE THAT POLICY MAKERS ARE AWARE OF AND INTERESTED IN THE UNIQUE PROBLEMS OF RURAL EDUCATION. PERHAPS THE GREATEST PROBLEM FACING RURAL EDUCATION IS THAT OF COORDINATING POLICIES FROM DIFFERENT FACTIONS. FOR EXAMPLE, WHEN ATTEMPTING TO EDUCATE A MIGRANT CHILD, THERE IS NEED FOR COORDINATION OF EDUCATIONAL, AGRICULTURAL, AND MIGRANT WORKER POLICIES. LIKEWISE, THOSE ENGAGED IN THE DEVELOPMENT OF RURAL SCHOOLS ARE HAMPERED IF THEY WORK EXCLUSIVELY ON SCHOOLS AND DISREGARD THE TOTAL RURAL SOCIETY. FEDERAL AND STATE GOVERNMENTS MUST BE MADE TO UNDERSTAND THAT THE

PROBLEMS OF RURAL EDUCATION DEMANDS BETTER MECHANISMS OF POLICY INPUT. FURTHERMORE, IT IS EXTREMELY IMPORTANT THAT ANY NATIONAL POLICY FOR RURAL EDUCATION SHOULD SUPPORT AND, IN TURN, BE SUPPORTED BY POLICY FOR TOTAL RURAL DEVELOPMENT. THE U.S. OFFICE OF EDUCATION'S TASK FORCE RECOMMENDATIONS OF 1969 CONSTITUTE A VIABLE RURAL EDUCATIONAL POLICY, BUT SUCH POLICY IS WORTHLESS UNTIL IMPLEMENTED; IT IS ESSENTIAL, THEREFORE, THAT PEOPLE AT THE LOCAL LEVEL INSIST VIA THEIR ELECTED REPRESENTATIVES THAT SUCH POLICY BE IMPLEMENTED.

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AN ED100559.
AU LOUSTAUNAU-MARTHA.
IN NEW MEXICO STATE UNIV. UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS. (QI159660).
TI SMALL RURAL SCHOOLS CAN HAVE ADEQUATE CURRICULUMS.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AV NATIONAL EDUCATION LABORATORY PUBLISHERS, INC. 813 AIRPORT BLVD. AUSTIN, TEXAS 78702 (STOCK NO. EC-023, $1.00).
NT 35P.
YR 75.
MJ CURRICULUM-DEVELOPMENT. EDUCATIONAL-PROBLEMS. PROGRAM-DESCRIPTIONS. RURAL-EDUCATION. SMALL-SCHOOLS.
MN AUDIOVISUAL-AIDS. COMMUNITY-RESOURCES. INSERVICE-TEACHER-EDUCATION. SHARED-SERVICES.
AB THE SMALL RURAL SCHOOL'S FOREMOST AND LARGEST PROBLEM IS PROVIDING AN ADEQUATE CURRICULUM FOR STUDENTS IN A CHANGING WORLD. OFTEN THE SMALL DISTRICT CANNOT OR IS NOT WILLING TO PAY THE PER-PUPIL COST OF CURRICULUM SPECIALISTS, SPECIALIZED COURSES USING EXPENSIVE EQUIPMENT NO MORE THAN ONE PERIOD A DAY, AND REMODELED ROOMS TO ACCOMMODATE NEW TEACHING TECHNIQUES IN ORDER TO PROVIDE THE SAME VARIETY OF CLASSES AVAILABLE IN A LARGE SCHOOL. AN ADDITIONAL PROBLEM IS HIRING TEACHERS WHO ARE PREPARED IN SEVERAL MAJOR CURRICULUM AREAS. SOME SMALL RURAL SCHOOLS HAVE FOUND WAYS TO COMBAT HUGE EXPENSE FOR SPECIALIZED PROGRAMS AND CURRICULUM DEFICIENCES BY COOPERATION BETWEEN SCHOOLS, SHARED SERVICES, GREATER USE OF AUDIOVISUAL AIDS, AND INVENTIVENESS IN MEETING THEIR SPECIAL PROBLEMS. OTHER METHODS USED BY SOME SMALL SCHOOLS THROUGHOUT THE UNITED STATES TO FILL MANY GAPS IN AN OTHERWISE MEAGER CURRICULUM ARE EXPANDING THE CURRICULUM TO INCLUDE VOCATIONAL AND CAREER EDUCATION TO PREPARE THE STUDENTS FOR LIVING IN EITHER A RURAL OR URBAN ENVIRONMENT, INSERVICE TEACHER TRAINING, BETTER GUIDANCE AND COUNSELING SERVICES, AND UTILIZATION OF COMMUNITY RESOURCES.

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AN ED100537.
IN NEW MEXICO STATE UNIV. UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS. (QI159660).
TI RURAL EDUCATION--PARTNERS FOR ACCOUNTABILITY: LEGISLATORS; SCHOOL BOARDS; ADMINISTRATORS; TEACHERS; PARENTS; COMMUNITY (OR CITIZENS); STUDENTS.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
AV NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC. 813 AIRPORT BOULEVARD, AUSTIN, TEXAS 78702 (STOCK NO. EC-022; $1.00).
NT 38P.
YR 75.
MJ ACCOUNTABILITY. COMMUNITY-RESPONSIBILITY. EDUCATIONAL-PLANNING.

RURAL-SCHOOLS. SCHOOL-DISTRICT-AUTONOMY.
MN ADMINISTRATOR-RESPONSIBILITY. BOARD-OF-EDUCATION-ROLE.
EDUCATIONAL-LEGISLATION. FINANCIAL-SUPPORT. GUIDES. INTERACTION.
PARENT-RESPONSIBILITY. SELF-DIRECTED-GROUPS.
STUDENT-RESPONSIBILITY. TEACHER-RESPONSIBILITY.
AB DEFINED AS A CONCEPT WHICH CENTERS ON PLANNING EDUCATIONAL NEEDS AT THE LOCAL LEVEL, ACCOUNTABILITY IS PARTICULARLY FEASIBLE IN SMALL RURAL SCHOOLS, SINCE THE NUMBER OF PEOPLE RESPONSIBLE FOR EDUCATION NEEDS IS MORE READILY MANAGEABLE THAN THE NUMBER FOUND IN URBAN AREAS. DESIGNED TO FAMILIARIZE RURAL PARENTS AND OTHER LAY CITIZENS WITH THE CONCEPT AND PRACTICE OF ACCOUNTABILITY, THIS HANDBOOK DEFINES THE SHARED RESPONSIBILITIES OF SCHOOLS, LEGISLATORS, SCHOOL BOARDS, SCHOOL ADMINISTRATORS, TEACHERS, PARENTS, COMMUNITY, AND STUDENTS. PRIMARY RESPONSIBILITIES ARE DEFINED AS FOLLOWS: RURAL SCHOOLS ARE ACCOUNTABLE FOR KEEPING PACE WITH THE RAPIDLY CHANGING TRENDS OF RURAL LIFE, PREPARING STUDENTS FOR JOBS WITHIN THE COMMUNITY, FOR CONTINUING EDUCATION, OR FOR URBAN TRANSITION. LEGISLATORS ARE ACCOUNTABLE FOR STATE LAWS THAT PROVIDE FUNDS FOR EQUAL EDUCATION. SCHOOL BOARDS ARE ACCOUNTABLE FOR KEEPING UP WITH INFORMATION RELATIVE TO THE SPENDING OF SCHOOL FUNDS AND FOR MAINTAINING COMMUNICATION CHANNELS. ADMINISTRATORS ARE ACCOUNTABLE TO THE SCHOOL BOARD FOR DISTRICT MANAGEMENT AND INFORMATION DISSEMINATION. TEACHERS ARE ACCOUNTABLE FOR KNOWING AND PRESENTING SUBJECT MATTER VIA SUITABLE METHODS. PARENTS ARE ACCOUNTABLE FOR THE LEARNING HABITS AND ATTITUDES OF THEIR CHILDREN. COMMUNITIES ARE ACCOUNTABLE FOR EDUCATIONAL INVOLVEMENT. STUDENTS ARE ACCOUNTABLE FOR LEARNING.

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AN ED091410.
AU BRITTINGHAM-BARBARA-E. NETUSIL-ANTON-J.
TI PARALLEL NEEDS ASSESSMENTS AMONG SMALL, RURAL DISTRICTS AS A BASIS FOR COOPERATIVE PLANNING.
NT 10P. PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL 15-19, 1974).
YR 74.
MJ COOPERATIVE-PLANNING. CURRICULUM-DEVELOPMENT.
EDUCATIONAL-ASSESSMENT. EDUCATIONAL-NEEDS. RURAL-SCHOOL-SYSTEMS.
MN ACADEMIC-ACHIEVEMENT. COMMUNITY-INVOLVEMENT.
EDUCATIONAL-OBJECTIVES.
AB THE PURPOSE OF THE PROJECT WAS TO IDENTIFY COMMON CURRICULAR NEEDS AMONG SEVEN SMALL CONTIGUOUS MIDWESTERN SCHOOL DISTRICTS BY MEANS OF PARALLEL NEEDS ASSESSMENTS CONDUCTED INDEPENDENTLY BY EACH DISTRICT. OPERATING UNDER A STATE FINANCE PLAN IN WHICH SCHOOL SPENDING IS TIED DIRECTLY TO STUDENT ENROLLMENT AND FACED WITH A DECREASING NUMBER OF STUDENTS, THE DISTRICTS WERE DESIROUS OF AVOIDING OR POSTPONING CONSOLIDATION. INDEPENDENT PARALLEL NEEDS ASSESSMENTS PROVIDED A METHOD OF COOPERATIVE PLANNING WHICH WOULD ALLOW THEM TO RETAIN THEIR AUTONOMY AND YET SHARE RESOURCES FOR THOSE GOAL AREAS WHICH WERE IDENTIFIED AS COMMON NEEDS.

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AN ED077603.
AU WEEKS-RAMONA.
IN PINAL COUNTY SCHOOLS, FLORENCE, ARIZ. (BBB08270).
TI ATTACKING EDUCATION PROBLEMS IN RURAL SCHOOLS.

SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. PROJECTS TO ADVANCE CREATIVITY IN EDUCATION. (BBB00927).
NT 11P.
YR 72.
MJ EDUCATIONAL-PROBLEMS. HOME-VISITS. LOW-INCOME-GROUPS. PROGRAM-DESCRIPTIONS. RURAL-SCHOOLS.
MN AMERICAN-INDIANS. CULTURAL-DIFFERENCES. MEXICAN-AMERICANS. PARENT-TEACHER-COOPERATION. TEACHING-TECHNIQUES.
ID ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III.
AB AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III PROGRAM FOR ATTACKING EDUCATION PROBLEMS IN THE RURAL AREAS OF PINAL COUNTY, ARIZONA, IS DESCRIBED IN THIS REPORT. THE PROGRAM SERVES APPROXIMATELY 3,174 CHILDREN IN GRADES K THROUGH 8, MANY OF WHOM ARE MINORITIES. INCLUDED IN THE PROGRAM ARE THESE RESOURCE OR SUPPLEMENTARY COMPONENTS: A MATH CONSULTANT TO CONDUCT A TESTING PROGRAM THAT WOULD IDENTIFY AND CORRECT INDIVIDUAL MATH DEFICIENCIES; A READING CONSULTANT TO INCREASE INDIVIDUAL READING ACHIEVEMENT; A LANGUAGE COMPONENT TO PROVIDE SPEECH THERAPY AND LANGUAGE AWARENESS LESSONS; A CULTURAL COMPONENT; AND A HOME/SCHOOL VISITOR TO FURNISH A LINK BETWEEN HOMES AND SCHOOLS. A PART-TIME PSYCHOLOGIST AIDS THE OTHER CONSULTANTS AND SCHOOL DISTRICT PERSONNEL IN IDENTIFYING LEARNING DISABILITIES THAT ARE PSYCHOLOGICAL RATHER THAN PHYSICAL. IT IS NOTED THAT THE PROJECT COULD BE DUPLICATED IN OTHER RURAL SCHOOL DISTRICTS IN ARIZONA AS WELL AS OTHER STATES.

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AN ED038211.
AU BISHOP-C-E.
IN ARKANSAS UNIV. FAYETTEVILLE. COLL. OF EDUCATION. (BLX04350).
TI THE CHANGING EDUCATIONAL NEEDS OF RURAL PEOPLE.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. DIV. OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION. (BBB00554; RMQ66020).
NT 46P. PAPER PRESENTED AT NATIONAL INSTITUTE ON THE COORDINATION OF SUPPORTIVE SERVICES FOR VOCATIONAL EDUCATION STUDENTS IN RURAL AREAS (UNIVERSITY OF ARKANSAS, FAYETTEVILLE, JANUARY 26-30, 1970).
YR 70.
MJ EDUCATIONAL-PROBLEMS. EDUCATIONAL-PROGRAMS. EQUAL-EDUCATION. RURAL-EDUCATION. SOCIOECONOMIC-INFLUENCES.
MN DEMOGRAPHY. EMPLOYMENT-PROBLEMS. HISTORICAL-REVIEWS. MANPOWER-NEEDS. MIGRATION. OCCUPATIONAL-GUIDANCE. SCHOOL-IMPROVEMENT. TECHNOLOGICAL-ADVANCEMENT.
AB THIS REPORT STUDIES THE EDUCATIONAL NEEDS OF RURAL PEOPLE IN TERMS OF THE ECONOMIC AND SOCIAL CHANGES TAKING PLACE IN AMERICA. A HISTORICAL REVIEW TRACES THE EDUCATIONAL PATTERNS AS THEY HAVE EVOLVED AND STUDIES THE EFFECTS OF THESE PATTERNS ON THE RURAL POPULATION. THE AUTHOR CONSIDERS MIGRATION AND ITS EFFECTS AS WELL AS THE EFFECTS OF TECHNOLOGY. IT IS CONCLUDED THAT GENERAL EDUCATION PLUS VOCATIONAL AND OCCUPATIONAL EDUCATION IN RURAL AREAS SHOULD BE COMPARABLE IN QUALITY TO EDUCATIONAL PROGRAMS IN URBAN AREAS. THIS, IN THE AUTHOR'S OPINION, IS THE GOAL FOR THE EDUCATION OF RURAL PEOPLE. A SERIES OF MAPS IS INCLUDED TO ILLUSTRATE DEMOGRAPHIC AND EMPLOYMENT FACTORS CONSIDERED IN THE REPORT.

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AN ED029726.
AU BANDY-GEORGE-R.
TI STRATEGIES FOR CHANGE IN RURAL COMMUNITIES.
NT 24P. PAPER PRESENTED AT NATIONAL WORKING CONFERENCE ON SOLVING EDUCATIONAL PROBLEMS IN SPARSELY POPULATED AREAS (DENVER, COLORADO, MARCH 17-19, 1969).
YR 69.
MJ CHANGE-AGENTS. EDUCATIONAL-CHANGE. EDUCATIONAL-STRATEGIES. RURAL-EDUCATION. TYPOLOGY.
MN ADMINISTRATOR-ROLE. DIFFUSION. EDUCATIONAL-INNOVATION. INFORMATION-DISSEMINATION. INSTRUCTIONAL-IMPROVEMENT. RURAL-AREAS.
AB IT IS POINTED OUT THAT CHANGE IN RURAL EDUCATION HAS BEEN SLOW TO OCCUR BUT THAT ATTENTION TO CHANGE STRATEGIES CAN HASTEN THE PROCESS OF CHANGE. DISCUSSION INCLUDES A PERUSAL OF THE LITERATURE, SLOW RATE OF DIFFUSION IN EDUCATION, INNOVATION FROM WITHIN OR WITHOUT, RELATING RESEARCH TO PRACTICE, TYPOLOGY OF LINKING ROLES, CHANGE STRATEGIES, THE CHANGE AGENT, AND DISSEMINATION OF INFORMATION. EMPHASIS IS PLACED UPON THE NEED FOR AN INTERMEDIATE ROLE WHICH COULD SERVE THE "LINKING" FUNCTION BETWEEN THE RESEARCHER AND THE PRACTITIONER. A TYPOLOGY OF LINKING ROLES IS DEVELOPED. IT IS SUGGESTED THAT STRATEGY FOR CHANGING RURAL EDUCATION SHOULD RELY HEAVILY ON LOGIC, REASON, PERSUASION, SHOWING, HELPING, INVOLVING, APPEAL TO VALUES AND TRAINING, TO THE RELATIVE EXCLUSION OF TELLING, FORCE, COMPULSION, INTERVENTION, AND DEPRIVATION. IT IS INDICATED THAT SOPHISTICATED STRATEGIES FOR IMPROVING RURAL EDUCATION WILL REQUIRE THE TRAINING AND DEPLOYMENT OF CHANGE SPECIALISTS. IT IS CONCLUDED THAT SOME STRATEGIES WILL BE REQUIRED TO CHANGE THE THINKING OF RURAL LEGISLATORS.

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AN ED028888.
AU BUSER-ROBERT-L. HUMM-WILLIAM-L.
IN RESEARCH AND INFORMATION SERVICES FOR EDUCATION, KING OF PRUSSIA, PA. (BBBO1526).
TI PROBLEMS OF NON-URBAN EDUCATION: A BIBLIOGRAPHY.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
NT 5P.
YR 69.
MJ BIBLIOGRAPHIES. EDUCATIONAL-PROBLEMS. RURAL-EDUCATION. RURAL-SCHOOLS. SMALL-SCHOOLS.
MN DROPOUTS. INSERVICE-EDUCATION. MINORITY-GROUPS.
AB FIFTY-SIX ARTICLES AND REPORTS DATING FROM SEPTEMBER 1963 TO MAY 1968 PERTAIN TO VARIOUS FACTORS AND PROBLEMS RELATED TO RURAL EDUCATION AND SMALL SCHOOLS. THESE FACTORS INCLUDE COMPARISON OF RURAL SCHOOLS, EDUCATIONAL AND OCCUPATIONAL PLANS AND ATTAINMENTS OF RURAL YOUTH, DROPOUTS, PROBLEMS OF MINORITY GROUPS, EDUCATIONAL INNOVATIONS, AND INSERVICE EDUCATION OF FACULTY MEMBERS.

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AN ED027114.
AU KOURMACAS-JOHN-F ED.
IN NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, WASHINGTON, D. C. (FGK56325).
TI THE SMALLER SECONDARY SCHOOL. THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS, VOLUME 50, NUMBER 307.
AV NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS, 1201 SIXTEENTH ST. N.W. WASHINGTON, D.C. 20036 ($2.00).

NT 140P.
YR 66.
MJ ACCREDITATION-INSTITUTIONS. EDUCATIONAL-IMPROVEMENT. INDIVIDUAL-CHARACTERISTICS. SECONDARY-SCHOOLS. SMALL-SCHOOLS.
MN BOARD-ADMINISTRATOR-RELATIONSHIP. CURRICULUM-DEVELOPMENT. EDUCATIONAL-QUALITY. INTERMEDIATE-ADMINISTRATIVE-UNITS. NONGRADED-SYSTEM. RURAL-EDUCATION. SCHOOL-IMPROVEMENT. TEACHING-CONDITIONS. TECHNOLOGICAL-ADVANCEMENT.
AB THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS DEVOTES THIS ENTIRE ISSUE OF "THE BULLETIN" TO THE SMALLER SECONDARY SCHOOL. INCLUDED ARE ARTICLES DEALING WITH THE RELATIONSHIP OF INTERMEDIATE UNITS AND SMALL HIGH SCHOOLS, TEACHING OPPORTUNITIES AND DEMANDS IN SMALLER SECONDARY SCHOOLS, A NONGRADED PROGRAM, NEW TECHNOLOGY, CURRICULUM IMPROVEMENT, IMPROVING UNDERSTANDING BETWEEN THE BOARD OF DIRECTORS AND A CHANGING PROGRAM, SMALL SCHOOL IMPROVEMENT, QUALITY AND VARIETY IN TEXAS SMALL SCHOOLS, AND THE UPPER MIDWEST SMALL SCHOOLS PROJECT. FIVE ARTICLES OFFER INSIGHT INTO ACCREDITATION DIFFICULTIES OF SMALL SCHOOLS, THE DECLINING NUMBER OF ACCREDITED SMALL SCHOOLS, AND PROGRAM OFFERINGS. TABULAR BREAKDOWNS ARE PRESENTED IN THESE ARTICLES.

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AN EJ108592.
AU STURGES-A-W.
TI THE SMALL SCHOOL: A REDISCOVERED RESOURCE IN AMERICAN EDUCATION.
YR 74.
MJ SMALL-SCHOOLS. INSTRUCTIONAL-PROGRAMS. INSTRUCTIONAL-IMPROVEMENT. CURRICULUM-DEVELOPMENT. FLEXIBLE-SCHEDULING.
MN SCHOOL-SYSTEMS. SCHOOL-COMMUNITY-RELATIONSHIP. EDUCATIONAL-RESOURCES.
AB SMALL SCHOOLS HOLD THE SAME CONCERN FOR QUALITY EDUCATION AS THEIR BIG CITY BRETHREN, BUT FEWER BUREAUCRATIC RESTRICTIONS AND STRONGER INTERPERSONAL DEPENDENCIES PERMIT THEM TO IMPLEMENT AN EDUCATIONAL PROGRAM OF HIGH QUALITY AND TO FIND SOLUTIONS TO THE ACCOMPANYING PROBLEMS MORE EASILY.

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AN EJ055420.
TI SHARED SERVICES AND COOPERATIVES.
YR 72.
MJ COOPERATIVE-PROGRAMS. INTERINSTITUTIONAL-COOPERATION. RURAL-SCHOOL-SYSTEMS. SHARED-SERVICES.
MN EDUCATIONAL-PROBLEMS. INSTRUCTIONAL-AIDS. PROGRAM-EVALUATION.
AB ARTICLE DEALS WITH THE ADVANTAGES FOR SMALL SCHOOL DISTRICTS TO AFFORD COMPREHENSIVE EDUCATIONAL PROGRAMS BY SHARING SERVICES AND COOPERATIVE PROGRAMS.

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Section II: Rural School Finance

Descriptors:

Rural Education	Educational Finance
Rural Schools	**********
Rural School Systems	Foundation Grants

Duplication of this section of the packet is available from:

Search #729-02(1B-89) Rural Schools - Educational Finance/Foundation Grants

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AN ED172969.
AU BASS-GAIL. BERMAN-PAUL.
TI FUNDING MECHANISMS AND THEIR EFFECTS ON RURAL AREAS: AN ANALYSIS O TWO FEDERAL PROGRAMS. A RAND NOTE.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION (DHEW), WASHINGTON, D.C. (BB800621; BB810241).
MJ EDUCATIONAL-FINANCE. FEDERAL-AID. FEDERAL-LEGISLATION. RURAL-EDUCATION. RURAL-SCHOOLS. RURAL-URBAN-DIFFERENCES.
MN COMPARATIVE-ANALYSIS. FEDERAL-REGULATION. FINANCIAL-POLICY. FINANCIAL-SUPPORT. GOVERNMENT-ROLE. GRANTS. RURAL-AREAS. SMALL-SCHOOLS. USE-STUDIES.
ID ELEMENTARY SECONDARY EDUCATION ACT TITLE IV.
AB IN RECENT YEARS RURAL ADVOCATES HAVE CLAIMED THAT RURAL STUDENTS DO NOT GET THEIR "FAIR SHARE" OF THE FEDERAL EDUCATION DOLLAR AND THAT FEDERAL PROGRAMS ARE SOMETIMES POORLY TAILORED TO RURAL CONDITIONS. THESE CLAIMS OF AN ANTI-RURAL BIAS HAVE LED TO A STUDY OF FISCAL YEAR 1977 FEDERAL FUNDING PATTERNS IN THE SIX SAMPLE STATES OF VERMONT, NORTH CAROLINA, GEORGIA, KANSAS, MARYLAND, AND CALIFORNIA. THE STUDY EXAMINES THE DISTRIBUTION OF FEDERAL FUNDS BETWEEN RURAL AND NON RURAL SCHOOL DISTRICTS FOR TWO PARTS OF THE AMENDED ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965; TITLE IVB OF THE ACT DEALS WITH LIBRARIES AND LEARNING RESOURCES AND TITLE IVC DEALS WITH EDUCATION INNOVATION AND SUPPORT. ANALYSES WERE CARRIED OUT USING SEVERAL ALTERNATIVES DEFINITIONS OF RURALNESS: THE METROPOLITAN/NONMETROPOLITAN DISTINCTION AND THREE FINER-GRAINED DEFINITIONS. PRELIMINARY FINDINGS INDICATE THAT TITLE IVB FORMULAS ARE OPERATING TO PROVIDE RURAL DISTRICTS IN THE SAMPLE STATES WITH AT LEAST A PROPORTIONAL SHARE OF FEDERAL FUNDS AND IN MOST CASES SOMEWHAT MORE. EVEN WITH A GREATER PER CAPITA SHARE, HOWEVER, A SMALL RURAL DISTRICT CAN BUY FEWER EDUCATIONAL RESOURCES WITH ITS TITLE IVB GRANT THAN CAN A POPULOUS DISTRICT WITH A LOWER PER CAPITA GRANT. FUNDING PATTERNS OF TITLE IVC, A COMPETITIVE GRANT PROGRAM DIFFER ACROSS STATES; FUNDING IN GEORGIA, NORTH CAROLINA, AND MARYLAND SEEMS TO FAVOR RURAL AREAS WHILE FUNDING IN CALIFORNIA, KANSAS, AND VERMONT MAY DISCRIMINATE AGAINST RURAL REGIONS. THE STUDY OFFERS SEVERAL RECOMMENDATIONS FOR REDUCING THE POSSIBLE COMPETITIVE DISADVANTAGES OF RURAL DISTRICTS IN GRANT PROGRAMS.

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AN ED171454.
AU WIENER-STEVE.
TI EQUITY FOR RURAL SCHOOL DISTRICTS: THE FINAL REPORT OF THE COUNTRYSIDE COUNCIL'S SCHOOL FINANCE TASK FORCE.
MJ EDUCATIONAL-FINANCE. PROPERTY-TAXES. RURAL-SCHOOL-SYSTEMS. STATE-AID. TAX-SUPPORT.
MN ASSESSED-VALUATION. ELEMENTARY-SECONDARY-EDUCATION. FINANCIAL-SUPPORT. INVESTIGATIONS. RURAL-AREAS. RURAL-URBAN-DIFFERENCES. SCHOOL-DISTRICT-SPENDING. SCHOOL-SUPPORT.
ID FOUNDATION AID; MINNESOTA.
AB SOARING VALUES OF AGRICULTURAL LAND HAVE CREATED INEQUITIES IN FUNDING BETWEEN URBAN AND RURAL SCHOOL DISTRICTS IN MINNESOTA. THE STATE'S FOUNDATION AID TO SCHOOL DISTRICTS IS FORMULATED SO THAT DISTRICTS OF HIGH PROPERTY VALUATION RECEIVE LESS FOUNDATION AID THAN

THOSE DISTRICTS WITH LOW PROPERTY VALUATION. IN RECENT YEARS INFLATION HAS HAD UNEQUAL EFFECTS ON PROPERTY VALUES, WITH AGRICULTURAL LAND VALUES RISING TWICE AS MUCH AS THOSE OF METROPOLITAN RESIDENTIAL PROPERTY. CONSEQUENTLY, IN 1978-79 SOME SMALLER THAN AVERAGE SCHOOLS WITH A PROPONDERANCE OF AGRICULTURAL LAND IN THE DISTRICT RECEIVED NO FOUNDATION AID AT ALL. THIS INEQUITY IS THE MAJOR PROBLEM THAT MUST BE CONFRONTED WITHIN MINNESOTA'S PRESENT SYSTEM OF SCHOOL FINANCING, ACCORDING TO THE 135-MEMBER TASK FORCE APPOINTED BY THE CITIZENS COUNTRYSIDE COUNCIL TO RESEARCH INTO THE FACTORS AFFECTING SCHOOL FINANCING IN SOUTHWESTERN AND WEST CENTRAL MINNESOTA. THIS FINAL REPORT OF THAT TASK FORCE INCLUDES A DESCRIPTION OF THE FOUNDATION AID SYSTEM AND HOW IT IS FORMULATED, AS WELL AS THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS OF THE TASK FORCE. MUCH OF THE DOCUMENT CONSISTS OF TABULAR DATA ON SUCH AREAS AS TOTAL PUPIL UNITS, VALUATIONS, ESTIMATED FOUNDATION AID AND LOCAL REVENUES ON EACH OF THE SCHOOL DISTRICTS IN THE COUNCIL'S 19 SERVICE AREAS. SOMEWHAT SIMILAR DATA FOR ALL THE SCHOOL DISTRICTS IN THE STATE IS ALSO GIVEN.

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AN ED168781.
TI RURAL EDUCATION STUDY COMMITTEE: IOWA ASSOCIATION OF SCHOOL BOARDS, 1976-78. REPORT.
SN IOWA ASSOCIATION OF SCHOOL BOARDS, DES MOINES. (BBB14180).
MJ DECLINING-ENROLLMENT. EDUCATIONAL-FINANCE. EDUCATIONAL-PLANNING. RURAL-SCHOOL-SYSTEMS. SCHOOL-DISTRICTS. SMALL-SCHOOLS.
MN BOARD-OF-EDUCATION-ROLE. EDUCATIONAL-ALTERNATIVES. EDUCATIONAL-QUALITY. ELEMENTARY-SECONDARY-EDUCATION. ENROLLMENT. RURAL-AREAS. SCHOOL-REDISTRICTING. SCHOOL-SIZE.
ID IOWA.
AB ALTERNATIVES IN COPING WITH THE PROBLEMS RELATED TO DECLINING ENROLLMENT IN RURAL SCHOOL DISTRICTS WERE EXPLORED IN A STUDY UNDERTAKEN IN 1976 BY A SPECIAL COMMITTEE APPOINTED BY THE IOWA ASSOCIATION OF SCHOOL BOARDS. OVER A TWO YEAR PERIOD THE 18 MEMBER COMMITTEE EXAMINED ENROLLMENT, FINANCE, CURRICULUM, FACILITIES, FACULTY, MERGERS, AND OTHER APPROPRIATE MATTERS. IN FOUR TWO-DAY MEETINGS THE GROUP HEARD FROM A WIDE VARIETY OF WITNESSES, INCLUDING STATE LEGISLATORS, SCHOOL ADMINISTRATORS, UNIVERSITY EXPERTS, SCHOOL BOARD MEMBERS, AND STATE OFFICIALS. A NUMBER OF STRENGTHS AS WELL AS HAZARDS WERE IDENTIFIED. SMALL DISTRICTS (BELOW 800 ENROLLMENT) OFFERED CERTAIN ADVANTAGES, INCLUDING MORE OPPORTUNITY TO PARTICIPATE IN A VARIETY OF ACTIVITIES, MORE CHANCE TO DEVELOP LEADERSHIP SKILLS, STRONGER COMMUNITY INVOLVEMENT, A HIGHER LEVEL OF TEACHER SATISFACTION, TEST SCORES EQUAL OR BETTER TO STUDENTS IN LARGER DISTRICTS, AND MORE STABILITY IN GRADUATES IN TERMS OF FURTHER EDUCATION AND EMPLOYMENT. MERGING OF SMALL DISTRICTS MAY PROVIDE A "GRACE PERIOD" FROM THE PROBLEMS OF DECLINING ENROLLMENT BUT WILL NOT ELIMINATE THEM. PROBLEMS WILL INTENSIFY FOR SMALL DISTRICTS AND LONG RANGE PLANNING SHOULD BE UNDERTAKEN FOR EVERY SMALL DISTRICT. THE PRESENT HEADCOUNT SYSTEM OF FUNDING SHOULD BE MODIFIED TO COMPENSATE FIXED COSTS WHICH PERSIST EVEN AS ENROLLMENT DECLINES. THIS DOCUMENT SUMMARIZES THE PROCEEDINGS AT EACH OF THE MEETINGS, LISTS RESOURCE MATERIAL AND CONTENTS, AND GIVES THE CONCLUSIONS AND RECOMMENDATIONS FORMULATED BY THE COMMITTEE.

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AN EJ192382.
AU SHER-JONATHAN-P.
TI A PROPOSAL TO END FEDERAL NEGLECT OF RURAL SCHOOLS.
MJ FEDERAL-AID. RURAL-EDUCATION.
MN EDUCATIONAL-POLICY. ELEMENTARY-SECONDARY-EDUCATION. FEDERAL-PROGRAMS.
AB AFTER OUTLINING WAYS IN WHICH THE FEDERAL GOVERNMENT HAS DISCRIMINATED AGAINST RURAL EDUCATION, THE AUTHOR GOES ON TO SKETCH WAYS IN WHICH THE GOVERNMENT CAN REDRESS THIS HISTORY INEQUITY AND ENSURE THAT FEDERAL EDUCATION AGENCIES ARE MORE RESPONSIVE TO THEIR RURAL CONSTITUENTS.

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AN ED165942.
AU JESS-JAMES-C.
TI REVITALIZING RURAL EDUCATION AND SMALL SCHOOLS IN IOWA. A POSITION PAPER PREPARED FOR THE HOUSE AND SENATE EDUCATION COMMITTEE OF THE 68TH GENERAL ASSEMBLY, FIRST SESSION.
MJ EDUCATIONAL-FINANCE. GUIDELINES. RURAL-EDUCATION. SCHOOL-SIZE. SMALL-SCHOOLS. STATE-LEGISLATION.
MN CLASSIFICATION. DECLINING-ENROLLMENT. DELIVERY-SYSTEMS. ORGANIZATION. SCHOOL-DISTRICTS. SCHOOL-SERVICES. TEACHER-EDUCATION. TEACHER-SALARIES.
ID IOWA.
AB DURING 1976-77, 42% OF U.S. SCHOOLS OPERATED WITH FEWER THAN 600 PUPILS AND 27% OPERATED WITH FEWER THAN 300 PUPILS; IOWA HAD 181 K-12 PUBLIC SCHOOL SYSTEMS WITH FEWER THAN 300 PUPILS IN 1977-78. ALL OF IOWA'S SMALLER SCHOOL SYSTEMS WERE LOCATED IN THE MORE SPARSELY POPULATED RURAL AREAS OF THE STATE, HAD HIGHER THAN AVERAGE PER PUPIL ASSESSED VALUATIONS AND PER PUPIL EXPENDITURES, AND RECEIVED LESSER AMOUNTS OF STATE AID PER PUPIL. THE GAP IN SALARIES FOR EXPERIENCED AND MORE HIGHLY DEGREED TEACHERS IN THE SMALLER VERSUS THE LARGER DISTRICTS HAD BECOME APPRECIABLE AND NEARED WHAT COULD BE CALLED DISCRIMINATORY. SMALLER RURAL SCHOOLS LOCATED IN THE MORE SPARSELY POPULATED AREAS OF THE STATE EXPERIENCED ENROLLMENT DECLINES DURING THE 1970'S; PROJECTIONS INDICATE THAT THE DECLINES WILL CONTINUE INTO THE 1970'S, BUT WITH LESS SEVERITY THAN IN THE 1970'S. PREPARED AS A GUIDE FOR THE 1979 SESSION OF THE IOWA GENERAL ASSEMBLY, THE PAPER PROVIDES NATIONAL AND IOWA PERSPECTIVES OF RURAL AND SMALL SCHOOLS AND PRESENTS GUIDELINES AND LEGISLATIVE ALTERNATIVES FOR IOWA LEGISLATIVE ACTION ON "THINKING RURAL", RURAL SCHOOL AND DISTRICT ORGANIZATION, FINANCING IOWA'S RURAL SCHOOLS, A RECOMMENDED CLASSIFICATION SYSTEM FOR RURAL SCHOOLS WITH DECLINING ENROLLMENT, IOWA'S RURAL TEACHERS, AND DELIVERING APPROPRIATE SERVICES AND PROGRAMS TO IOWA'S RURAL SCHOOLS. APPENDED IS A LIST OF IOWA'S RURAL SCHOOL DISTRICTS UNDER 650 ENROLLMENT AND SOME EXAMPLES OF VARIOUS STATES' POLICIES ON SPARSITY.

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AN ED156366.
AU SWICK-KEVIN-J. HENLEY-LAWRENCE-J.
TI PROBLEMS AND PROSPECTS CONFRONTING RURAL AND SMALL SCHOOLS: A REVIEW OF RESEARCH.
MJ FACILITIES. FINANCIAL-SUPPORT. LITERATURE-REVIEWS. RURAL-SCHOOLS. SMALL-SCHOOLS. TEACHER-QUALIFICATIONS.
MN COMMUNITY-DEVELOPMENT. EDUCATIONAL-ALTERNATIVES. EMPLOYMENT-OPPORTUNITIES. FEDERAL-GOVERNMENT. FUTURES-OF-SOCIETY.

INSTRUCTIONAL-MATERIALS. PROBLEM-SOLVING. REGIONAL-PROGRAMS. RURAL-DEVELOPMENT. SCHOOL-COMMUNITY-RELATIONSHIP. STATE-GOVERNMENT. STUDENT-TEACHER-RELATIONSHIP. TEACHER-IMPROVEMENT.

AB A REVIEW OF RESEARCH ON RURAL/SMALL SCHOOLS' PROBLEMS, PROSPECTS, AND POSSIBLE ALTERNATIVES INDICATES THAT THESE SCHOOLS FIND THEMSELVES IN A CYCLE OF FINANCIAL TROUBLE, COMMUNITY DISINTEGRATION, AND DWINDLING POPULATION; THEY FACE PROBLEMS SUCH AS LOW TAX BASE, LACK OF FINANCIAL SUPPORT BY STATE AND FEDERAL GOVERNMENT, INADEQUATE FACILITIES AND INSTRUCTIONAL MATERIALS, INADEQUATE OVERALL FUNDING, POOR TEACHER QUALITY, ISOLATION, AND LACK OF FUNCTIONAL JOBS. HOWEVER, SUCH SCHOOLS HAVE POSITIVE ASPECTS IN TERMS OF POTENTIAL FOR HUMANISTIC, PERSONAL, AND COMMUNITY DEVELOPMENT. MAJOR PROSPECTS FOR RURAL/SMALL SCHOOLS ARE FOUND TO FOCUS ON PERSONAL CONTACT BETWEEN TEACHER AND STUDENTS, OPPORTUNITY FOR SCHOOL AND COMMUNITY TO WORK TOGETHER FOR RURAL DEVELOPMENT (SPECIFICALLY IN THE AREA OF HUMAN PROBLEMS), USE OF INDIVIDUALIZED INSTRUCTION, AND POTENTIAL FOR DEVELOPING ALTERNATIVE EDUCATIONAL PROGRAMS. CHANGES IN POOR INSTRUCTION, SCHOOL-COMMUNITY SITUATIONS, AND UNDERFINANCED PROGRAMS OF INSTRUCTION REVOLVE AROUND CONTINUED PROGRAMS FOR TEACHER IMPROVEMENT, REGIONAL COOPERATIVES, EXPERIMENTATION WITH UNIQUE CLASSROOM INSTRUCTIONAL APPROACHES, COMMUNITY SCHOOL CONCEPTS, AND NEW MODES OF FINANCIAL SUPPORT. RURAL/SMALL SCHOOLS CAN GIVE STUDENTS OF ALL AGES COMPREHENSIVE EDUCATIONAL AND SOCIAL PROGRAMS THROUGH REGIONAL APPROACHES.

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AN ED115408.

AU EDINGTON-EVERETT-D.

TI STRENGTHENING THE SMALL RURAL SCHOOL.

SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).

MJ COMMUNITY-INVOLVEMENT. CURRICULUM. FINANCIAL-SUPPORT. RURAL-SCHOOLS. SMALL-SCHOOLS.

MN EDUCATIONAL-FACILITIES. FACULTY-RECRUITMENT. ORGANIZATION. PROBLEMS. SOCIOCULTURAL-PATTERNS. STUDENT-TEACHER-RELATIONSHIP.

AB SINCE SMALL SCHOOL PROBLEMS ARE MAGNIFIED IN RURAL AREAS AND SINCE SMALL RURAL SCHOOLS HAVE SUFFERED, CONSEQUENTLY, FROM THE CONSOLIDATION SYNDROME, IT IS IMPORTANT TO ACKNOWLEDGE THE FACT THAT DUE TO GEOGRAPHICAL LIMITATIONS SOME RURAL AREAS CANNOT CONSOLIDATE AND OTHERS SIMPLY PREFER THE SMALL SCHOOL ENVIRONMENT. IT SHOULD ALSO BE RECOGNIZED THAT THERE ARE BOTH STRENGTHS AND WEAKNESSES INHERENT IN THE SMALL RURAL SCHOOL. WEAKNESSES ATTRIBUTABLE TO SMALL RURAL SCHOOLS INCLUDE: (1) POOR ORGANIZATIONAL STRUCTURES; (2) DIFFICULTIES IN THE RECRUITMENT AND RETENTION OF QUALITY PERSONNEL; (3) INADEQUATE FACILITIES; (4) CURRICULUM DEFICIENCES; (5) INADEQUATE FINANCIAL SUPPORT. STRENGTHS ATTRIBUTABLE TO THE SMALL RURAL SCHOOL INCLUDE: (1) AN HOMOGENEOUS SOCIOCULTURAL BACKGROUND; (2) THE POTENTIAL FOR CLOSE-KNIT EDUCATIONAL ORGANIZATION; (3) CLOSE STUDENT/TEACHER RELATIONSHIPS; (4) COMMUNITY INVOLVEMENT; AND (5) A CLASSROOM ENVIRONMENT CONDUCIVE TO INNOVATIVE TECHNIQUES. WHILE THE PROBLEMS OF FINANCE MUST BE MET AT THE LOCAL, STATE, AND FEDERAL LEVELS, SOLUTIONS TO MANY OF THE PROBLEMS OF THE SMALL RURAL SCHOOL CAN PROBABLY BEST BE FOUND BY COUPLING INHERENT STRENGTHS WITH INNOVATIVE EDUCATIONAL PRACTICES WHICH ENCOMPASS USE OF: THE INTERMEDIATE UNIT; THE SHARED SERVICES CONCEPT; MEDIA AND TECHNOLOGY; MOBILE UNITS; AND IN-SERVICE PROGRAMS.

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AN ED088653.
AU THOMAS-J-ALAN.
TI FINANCING RURAL EDUCATION.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
MJ EDUCATIONAL-FINANCE. EDUCATIONAL-IMPROVEMENT. FULL-STATE-FUNDING. RURAL-EDUCATION. STATE-AID.
MN ADMINISTRATOR-ROLE. FEDERAL-AID. FINANCIAL-NEEDS. FINANCIAL-SUPPORT. LEADERSHIP-RESPONSIBILITY. LEGAL-RESPONSIBILITY. RURAL-AREAS. SCHOOL-FUNDS. STATE-STANDARDS. TAX-SUPPORT.
AB WELL-FINANCED AND APPROPRIATELY ORGANIZED SCHOOL DISTRICTS ARE ESSENTIAL IF RURAL EDUCATION IS TO BE IMPROVED. SINCE ALL 3 LEVELS OF GOVERNMENT (LOCAL, STATE, AND FEDERAL) PARTICIPATE IN PROVIDING REVENUES FOR RURAL EDUCATION, COORDINATION AMONG THEM IS NECESSARY. IN MANY STATES, THE LOCAL PROPERTY TAX STILL PROVIDES A MAJOR PORTION OF EDUCATIONAL FUNDING. IN SUCH STATES, PROPERTY TAX ADMINISTRATION IS OF PRIME IMPORTANCE, SINCE A POORLY ADMINISTERED SYSTEM LIMITS THE AVAILABILITY OF REVENUES. IN MUCH OF RURAL AMERICA, THEREFORE, PROPERTY TAX REFORM IS A MATTER OF SOME URGENCY. IF RURAL STUDENTS ARE TO BE PROVIDED WITH AN EDUCATION APPROPRIATE FOR LIFE IN MODERN SOCIETY, THE QUALITY OF THEIR SCHOOLING SHOULD NOT BE BASED ON LOCAL TAX-PAYING ABILITY. CONSIDERING THE STATES' RESPONSIBILITY FOR THE SUPPORT OF EDUCATION, MOVEMENT TOWARD FULL STATE FUNDING IS RECOMMENDED. STATEWIDE PLANNING IS ALSO NEEDED TO ENSURE THAT REVENUES PROVIDED BY THE STATE ARE USED EFFECTIVELY. STATE LEADERSHIP IN THE PLANNING ACTIVITIES OF LOCAL AND REGIONAL AUTHORITIES IS AN IMPORTANT ELEMENT IN THE DEVELOPMENT OF IMPROVED RURAL EDUCATIONAL SYSTEMS. FEDERAL CATEGORICAL SUPPORT OF PROGRAMS DESIGNED TO IMPROVE RURAL EDUCATION SHOULD BE CONTINUED. WITHIN THIS COMPLEX FINANCIAL AND ORGANIZATIONAL SYSTEM, THE RURAL EDUCATOR PLAYS THE KEY ROLE. THEREFORE, ADMINISTRATORS AND SCHOOL BOARD MEMBERS IN RURAL COMMUNITIES SHOULD BE PROVIDED WITH FINANCIAL AND TECHNICAL ASSISTANCE TO PERMIT THEM TO MEET THE NEEDS OF THEIR STUDENTS.

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AN ED077083.
AU MICHEL-GEORGE-J.
TI A SMALL N STUDY OF FEDERAL AID IN RURAL AND SUBURBAN SCHOOL DISTRICTS.
MJ ASSESSED-VALUATION. ELEMENTARY-SCHOOLS. FEDERAL-AID. RURAL-SCHOOLS. SUBURBAN-SCHOOLS.
MN AVERAGE-DAILY-ENROLLMENT. EDUCATIONAL-FINANCE. ENROLLMENT. FEDERAL-PROGRAMS. SCHOOL-DISTRICTS. STATISTICAL-STUDIES.
ID CALIFORNIA; SCHOOL DISTRICT SIZE.
AB THIS PAPER GREW OUT OF THE FINDING OF A PREVIOUS STUDY THAT SMALL, RURAL ELEMENTARY SCHOOL DISTRICTS WERE NOTICEABLY ABSENT FROM THE LIST OF PARTICIPANTS IN FEDERAL AID PROGRAMS. THE AUTHOR FEELS THAT THE CRITICAL PROBLEM SEEMS TO BE WHETHER THE SMALL DISTRICT ACTUALLY MAKES A DELIBERATE DECISION NOT TO PARTICIPATE IN FEDERAL PROGRAMS OR WHETHER IT IS SYSTEMATICALLY EXCLUDED BECAUSE OF ITS SIZE. THE STUDY, THEREFORE, TESTED WHETHER DISTRICT SIZE WAS RELATED TO FEDERAL AID PARTICIPATION, AND WHETHER TOTAL WEALTH (BASED ON TOTAL ASSESSED VALUATION) WAS RELATED TO FEDERAL AID APPLICATIONS. ADDITIONALLY, A MEASURE BASED ON ASSESSED VALUATION PER PUPIL WAS USED TO COMBINE BOTH SIZE AND WEALTH REVEAL ANY HIDDEN RELATIONS THAT TOTAL WEALTH BY ITSELF MIGHT OBSCURE. RESULTS INDICATE THAT DISTRICT SIZE IS A SIGNIFICANT PREDICTOR OF FEDERAL AID RESPONSE, BUT THAT NEITHER TOTAL ASSESSED VALUATION NOR ASSESSED VALUATION PER PUPIL SHOW ANY RELATION TO FEDERAL AID RESPONSES.

Section III: Rural School Administrators

Descriptors:

Rural Education
Rural Schools
Rural School Systems
Principals
School Superintendents
Administrator Role
Administrator Attitudes
Administrator Characteristics

Duplication of this section of the packet is available from:

Search #122-03(2B-16) Rural Education - Principals/School Superintendents/Administrators

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AN ED172428.
AU BECKNER-WELDON.
TI BETTER INSERVICE EDUCATION FOR PRINCIPALS OF SMALLER SCHOOLS.
NT 22P. PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (63RD, HOUSTON, TEXAS, FEBRUARY 2-6, 1979).
YR 79.
MJ ADMINISTRATOR-EDUCATION. CHANGE-STRATEGIES. EDUCATIONAL-CHANGE. INSERVICE-EDUCATION. PRINCIPALS. SMALL-SCHOOLS.
MN CURRICULUM-DEVELOPMENT. DISCIPLINE. EDUCATIONAL-INNOVATION. ELEMENTARY-SECONDARY-EDUCATION. NEEDS-ASSESSMENT. RURAL-SCHOOLS. WORKSHOPS.
AB RESEARCH INTO THE NEEDS OF SMALL SCHOOL ADMINISTRATORS AND EFFECTIVE WAYS TO HELP MEET THOSE NEEDS THROUGH INSERVICE EDUCATION PROJECTS WAS CONDUCTED OVER A PERIOD OF TWO YEARS BY MEANS OF A NEEDS ASSESSMENT AND TWO SMALL-SCALE WORKSHOPS. THE PURPOSE OF THE WORKSHOPS WAS TO TRY OUT A BASIC FORMAT AND SOME TECHNIQUES PERCEIVED TO BE POTENTIALLY MORE BENEFICIAL TO THE PARTICIPANTS THAN THE TYPICAL CONVENTION OR MEETING. A BASIC POSITION TAKEN IN DEVELOPING THE FORMAT AND MATERIALS FOR THE WORKSHOPS WAS THAT EFFORTS TO CHANGE EDUCATIONAL PRACTICES, EITHER IN LARGER OR SMALLER SCHOOLS, HAVE TENDED IN THE PAST TO EMPHASIZE WHAT SHOULD BE CHANGED, RATHER THAN HOW CHANGE MIGHT BEST OCCUR. A REVIEW OF LITERATURE REVEALED THAT RECENT EXPERIENCE IN BRINGING ABOUT CHANGE IN ORGANIZATIONS HAS TENDED TO INDICATE THAT THE PROCESS, OR CHANGE STRATEGY, IS MORE IMPORTANT THAN THE IDENTIFICATION OF PRODUCT OR CHANGE DESIRED. THE FORMAT FOR THE INSERVICE WORKSHOPS WAS DESIGNED TO PROVIDE SIMULATED EXPERIENCE IN A CHANGE PROCESS THAT COULD BE USED WITH TEACHERS AND OTHER SCHOOL PERSONNEL.

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AN ED171496.
AU STERN-A-KENNETH.
TI INSTRUCTION RANKED HIGHEST BY MOST RURAL ELEMENTARY PRINCIPALS.
NT 7P.
YR 79.
MJ ADMINISTRATOR-EDUCATION. ELEMENTARY-SCHOOL-SUPERVISORS. INSERVICE-TEACHER-EDUCATION. NEEDS-ASSESSMENT. PRINCIPALS. RURAL-SCHOOLS.
MN ADMINISTRATOR-RESPONSIBILITY. ADMINISTRATOR-ROLE. COMMUNICATIONS. CURRICULUM-DEVELOPMENT. INSTRUCTION. MANAGEMENT. SCHOOL-COMMUNITY-RELATIONSHIP. TEACHING.
ID OKLAHOMA.
AB IN A NUMBER OF RESPECTS, PRINCIPALS OF RURAL SCHOOLS ENCOUNTER PROBLEMS DIFFERENT FROM THEIR COUNTERPARTS IN URBAN SCHOOLS, E.G. FEWER SUPPORTIVE SERVICES ARE AVAILABLE TO ASSIST PRINCIPALS IN ADMINISTERING PROGRAMS FOR DISADVANTAGED PUPILS, RURAL PATRONS OFTEN RESIST CURRICULUM INNOVATIONS AND NEW TEACHING TECHNIQUES, AND ANY GUIDANCE SERVICES AVAILABLE ARE USUALLY THOSE PROVIDED BY THE PRINCIPAL. PRINCIPALS TRYING TO PLACATE GENERALLY CONSERVATIVE SCHOOL BOARDS FREQUENTLY RESIST THE IDEAL OF ALLOWING TEACHERS ACADEMIC FREEDOM AND PROFESSIONAL INTERACTION AMONG PRINCIPALS TO FOSTER GROWTH AND DEVELOPMENT IS DIFFICULT BECAUSE RURAL SCHOOLS ARE GEOGRAPHICALLY ISOLATED. AS A PRELIMINARY STEP TO PROVIDING

IN-SERVICE ACTIVITIES AND PROGRAMS FOR ELEMENTARY SCHOOL PRINCIPALS IN RURAL SCHOOL DISTRICTS IN WESTERN OKLAHOMA, THE NEEDS OF PRINCIPALS ARE IDENTIFIED AND DIVIDED INTO CATEGORIES OF CURRICULUM, INSTRUCTION, COMMUNICATION, FACULTY AND STAFF MANGEMENT, AND STUDENT MANAGEMENT; A NEEDS ASSESSMENT OF ELEMENTARY PRINCIPALS (NAEP) QUESTIONNAIRE IS DEVELOPED AND ADMINISTERED TO 269 PRINCIPALS IN 177 SCHOOL DISTRICTS OF 20 COUNTIES. RESULTS FROM 133 USABLE RANK ORDER RESPONSES INDICATE THAT FULL-TIME AND HALF-TIME PRINCIPALS PERCEIVE THEIR GREATEST NEED TO BE INSTRUCTION RELATED AND PRINCIPALS WHO ALSO TEACH FULL-TIME RANK FACULTY AND STAFF MANAGEMENT AS THEIR GREATEST NEED FROM IN-SERVICE PROGRAMS.

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AN ED171321.
AU BURNELL-SALLY.
TI PRINCIPALS' PERCEPTIONS OF ACTUAL AND IDEAL ROLES OF THE SCHOOL MEDIA SPECIALIST.
NT 22P. BEST COPY AVAILABLE.
YR 78.
MJ HIGH-SCHOOLS. MEDIA-SPECIALISTS. PRINCIPALS. ROLE-PERCEPTION. SCHOOL-SURVEYS.
MN AUDIOVISUAL-CENTERS. DEMOGRAPHY. PERFORMANCE. QUESTIONNAIRES. RURAL-SCHOOLS. SCHOOL-SIZE. URBAN-SCHOOLS.
AB TWO HUNDRED RANDOMLY SELECTED HIGH SCHOOL PRINCIPALS IN IOWA PARTICIPATED IN A SURVEY TO ASSESS THEIR PERCEPTIONS OF THE ROLE OF THE SCHOOL MEDIA SPECIALIST. PRINCIPALS WERE CHOSEN AS THE TARGET FOR THE STUDY BECAUSE OF THEIR CRITICAL ROLE IN THE FUNCTIONING OF THE MEDIA CENTER. THE QUESTIONNAIRE INSTRUMENT COLLECTED DEMOGRAPHIC DATA ABOUT THE PRINCIPALS, ALONG WITH THEIR PERCEPTIONS OF THE ACTUAL AND IDEAL PERFORMANCE OF THE MEDIA SPECIALIST. FINDINGS INDICATED THAT THE RESPONDENTS PERCEIVED A DIFFERENCE BETWEEN THE ACTUAL AND IDEAL PERFORMANCE OF THE SCHOOL MEDIA SPECIALIST. GENERALLY, THE PRINCIPALS FELT THAT THE SCHOOL MEDIA SPECIALIST SHOULD PARTICIPATE MORE AS A MEMBER OF THE EDUCATIONAL TEAM, BE MORE INVOLVED WITH DETERMINING GOALS FOR THE MEDIA PROGRAM, AND APPLY THE PRINCIPLES OF RESEARCH MORE FREQUENTLY TO THE MEDIA PROGRAM. RECOMMENDATIONS ARE BASED ON NEEDS IDENTIFIED BY THE STUDY: (1) PROFESSIONAL MEDIA STAFFS NEED TO OPENLY RECOGNIZE AND SEEK TO RESOLVE GAPS BETWEEN ACTUAL AND IDEAL CONDITIONS IN THEIR SCHOOLS, (2) SCHOOL PRINCIPALS SHOULD SEEK TO IMPROVE COMMUNICATION WITHIN THE SCHOOL, (3) BOTH THE NEW AND TRADITIONAL FUNCTIONS OF THE SCHOOL MEDIA SPECIALIST NEED TO BE CLARIFIED, AND (4) CURRICULUM PLANNERS FOR PRE-SERVICE SCHOOL MEDIA EDUCATION SHOULD PROVIDE PROGRAMS THAT RECOGNIZE AND ADDRESS DIFFERENCES FOUND BETWEEN RURAL AND URBAN SCHOOLS, AND LARGE AND SMALL SCHOOLS. A 42-ITEM BIBLIOGRAPHY AND A COPY OF THE QUESTIONNAIRE ARE ATTACHED.

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AN ED168778.
AU MUSE-IVAN-D. STONEHOCKER-LOYA.
TI A STUDY OF SMALL RURAL HIGH SCHOOLS OF LESS THAN 200 STUDENTS: PERCEPTIONS OF TEACHERS AND ADMINISTRATORS.
NT 77P. PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, CALIFORNIA, APRIL 8-12, 1979); SOME PAGES MARGINALLY LEGIBLE.
YR 79.
MJ ADMINISTRATOR-ATTITUDES. HIGH-SCHOOLS. RURAL-SCHOOLS.

SMALL-SCHOOLS. STUDENT-PROBLEMS. TEACHER-ATTITUDES.
MN ADMINISTRATOR-BACKGROUND. ADMINISTRATOR-EDUCATION. EVALUATION. INSERVICE-TEACHER-EDUCATION. PRESERVICE-EDUCATION. RURAL-EDUCATION. RURAL-ENVIRONMENT. TEACHER-BACKGROUND. TEACHER-EDUCATION.
ID UNITED STATES (WEST).
AB STAFFS OF 32 SMALL WESTERN RURAL HIGH SCHOOLS WITH FEWER THAN 200 STUDENTS WERE THE FOCUS OF A STUDY DESIGNED TO: GENERATE ATTITUDINAL "PROFILES" OF TEACHERS AND PRINCIPALS ABOUT RURAL TEACHING, TEACHERS, AND STUDENTS; COMPARE PROFILES OF TEACHERS WITH THOSE OF PRINCIPALS TO DETERMINE POSSIBLE SOURCES OF CONFLICT; LEARN SCHOOLS' STRENGTHS AND WEAKNESSES; INDICATE SOME DIRECTIONS TO HELP ALLEVIATE RURAL EDUCATION PROBLEMS; AND SEEK TEACHER OPINION REGARDING PRESERVICE AND INSERVICE PROGRAMS, TEACHER SATISFACTION AND ADJUSTMENT, AND SCHOOL PROBLEMS. RURAL TEACHERS SURVEYED TENDED TO HAVE RURAL BACKGROUNDS, HAD TAUGHT AN AVERAGE OF 6 TO 10 YEARS, AND WERE BASICALLY CONTENT TO REMAIN IN THEIR CURRENT SCHOOLS. THEIR INITIAL ADJUSTMENT DIFFICULTIES RESULTED FROM INADEQUATE RURAL FACILITIES. TEACHERS FELT RURAL SCHOOLS OFFERED MORE INDIVIDUAL ATTENTION, BETTER DISCIPLINE, AND CLOSER TEACHER-STUDENT RELATIONSHIPS, BUT WEAKER CURRICULA AND SCHOOL-COMMUNITY RELATIONS. TEACHERS AND PRINCIPALS AGREED AS TO THE SERIOUSNESS OF SOME STUDENT PROBLEMS (ALCOHOLISM, AND LACK OF PARENTAL SUPPORT, EDUCATIONAL GOALS, AND MOTIVATION), BUT DIFFERED AS TO THE SERIOUSNESS OF STUDENT VANDALISM AND DRUG USE. SUCH POLARIZATION CONTRIBUTED TO POOR MORALE AND LESSENED EFFECTIVENESS ON OCCASION. IT WAS ALSO CONCLUDED THAT PRESERVICE PROGRAMS NEEDED SOME CHANGES, INCLUDING GREATER EMPHASIS ON RURAL EXPERIENCES, AND THAT INSERVICE PROGRAMS WERE INADEQUATE.

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AN ED168776.
AU BURLINGAME-MARTIN.
TI WIN SOME, LOSE SOME: SMALL RURAL DISTRICT SUPERINTENDENTS.
NT 24 . PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (SAN FRANCISCO, CALIFORNIA, APRIL 1979); BEST COPY AVAILABLE.
YR 79.
MJ EMPLOYMENT-PATTERNS. JOB-SATISFACTION. LABOR-TURNOVER. OCCUPATIONAL-MOBILITY. RURAL-SCHOOL-SYSTEMS. SCHOOL-SUPERINTENDENTS.
MN ADMINISTRATIVE-PERSONNEL. BOARD-OF-EDUCATION-POLICY. CAREER-CHANGE. CASE-STUDIES. ELEMENTARY-SECONDARY-EDUCATION. EMPLOYMENT-OPPORTUNITIES. EMPLOYMENT-TRENDS. PARENT-SCHOOL-RELATIONSHIP. RESEARCH-NEEDS. SCHOOL-ADMINISTRATION. SCHOOL-COMMUNITY-RELATIONSHIP. SCHOOL-PERSONNEL.
ID ILLINOIS.
AB THE FINDING THAT TURNOVER RATES FOR SCHOOL SUPERINTENDENTS ARE HIGHEST IN SMALL DISTRICTS HAS BEEN REFLECTED IN A NUMBER OF STUDIES. TO FURTHER EXAMINE THE FINDING, A SURVEY IN ILLINOIS USED A STRATIFIED RANDOM SAMPLE OF 100 SCHOOL DISTRICTS, 32 OF WHICH HAD 499 OR LESS STUDENTS. WITH 1974-75 AS A BASE YEAR, THE AVERAGE YEARS SERVED BY SUPERINTENDENTS OF EACH DISTRICT OVER A 17 YEAR SPAN WAS CALCULATED. SMALL DISTRICTS SHOWED THE GREATEST AMOUNT OF TURNOVER WITH THE TYPICAL SMALL DISTRICT SERVED BY FOUR SUPERINTENDENTS WHO SERVED ABOUT FOUR YEARS EACH. SEVEN DISTRICTS HAD SIX OR MORE SUPERINTENDENTS. SEVENTY PERCENT OF THE SMALL DISTRICT SUPERINTENDENTS MOVED AT LEAST ONCE IN 12 YEARS. THE MAJOR FACTOR PROMPTING THE CHANGES WAS DIFFERENCES BETWEEN THE SUPERINTENDENTS AND

SCHOOL BOARD AND/OR COMMUNITY OVER WHAT SCHOOLS SHOULD BE DOING. CAREER MOBILITY FOR THOSE CHANGING POSITIONS WAS LIMITED AS THEY GENERALLY MOVED IN A RESTRICTED GEOGRAPHICAL AREA AMONG DISTRICTS OF THE SAME SIZE AND TYPE. EXAMPLES OF VERTICAL MOBILITY TO DISTRICTS WITH HIGHER SALARIES AND GREATER NUMBERS OF STUDENTS WERE RARE. STUDY FINDINGS SUGGESTED SEVERAL AVENUES FOR FUTURE EXPLORATION, INCLUDING EXAMINATION OF EDUCATIONAL CONSEQUENCES OF TURNOVERS AND MOBILITY, INSPECTION OF THE PSYCHOLOGICAL HEALTH OF THE SUPERINTENDENTS, AND ANALYSIS OF VICTORIES FOR SUPERINTENDENTS WHERE THE PROCESS OF POLITICS PRODUCED SUCCESS FOR ALL CONCERNED OR WHERE THE MOVES WERE UPWARD IN JOB MOBILITY.

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AN EJ191078.
AU GIVIDEN-BERT.
TI RURAL AND URBAN PRINCIPALS' ASSESSMENT OF TEACHER COMPETENCY.
YR 78.
MJ COMPARATIVE-ANALYSIS. EVALUATION-CRITERIA. PRINCIPALS. RURAL-URBAN-DIFFERENCES. TEACHER-EVALUATION.
MN ATTITUDES. TEACHING-SKILLS.
AB IT IS CONCLUDED THAT THE RURAL PRINCIPAL IS JUST AS WELL-INFORMED REGARDING EVALUATION DETERMINERS AS IS HIS/HER URBAN COUNTERPART.

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AN ED151928.
AU OLSICK-PHILIP-A. PETERS-WAYNE-L.
TI THE ROLE OF THE SECONDARY PRINCIPAL IN SMALL TOWNS.
NT 24P. PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (TORONTO, ONTARIO, MARCH 27-31, 1978).
YR 77.
MJ ADMINISTRATOR-ATTITUDES. ADMINISTRATOR-ROLE. PRINCIPALS. ROLE-PERCEPTION. RURAL-SCHOOL-SYSTEMS.
MN INTERVIEWS. MODELS. SCHOOL-COMMUNITY-RELATIONSHIP. SECONDARY-EDUCATION. SECONDARY-SCHOOLS.
ID MICHIGAN.
AB THE PURPOSE OF THIS STUDY WAS TO DESCRIBE AND CONCEPTUALIZE THE VIEW SMALL-TOWN SECONDARY PRINCIPALS HAVE OF THEIR ROLE. THE METHOD USED WAS INDEPTH INTERVIEWS, WITH RESEARCHERS GOING TO 30 SMALL-TOWN HIGH SCHOOLS IN MICHIGAN AND SPENDING SOME HOURS WITH EACH PRINCIPAL. THE ACCUMULATED DATA CONSISTED OF 324 SINGLE-SPACED PAGES OF VERBATIM NARRATIVE IN WHICH THE SUBJECTS REFLECTED ON THEIR ROLE. THE AUTHORS CONCLUDE THAT THERE ARE TWO MAJOR NORMS THAT CONSTITUTE THE PRINCIPAL'S ROLE IN THOSE TOWNS: THE PRINCIPAL SHOULD EMBODY THE ETHIC OF A TOTALLY RESPONSIBLE PUBLIC SERVANT, AND THE PRINCIPAL SHOULD MONITOR THE DIVERSE ELEMENTS OF THE SCHOOL TO ENSURE COMMUNITY ACCEPTABILITY AND ORGANIZATIONAL STABILITY.

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AN ED150701.
AU HOYLE-JOHN-R.
TI CRITICAL TASKS AND ADMINISTRATIVE BEHAVIORS OF SUPERINTENDENTS IN SMALL SCHOOLS.
NT 25P. PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (TORONTO, ONTARIO, MARCH 27-31, 1978).
YR 78.

MJ OCCUPATIONAL-INFORMATION. SCHOOL-SUPERINTENDENTS. SMALL-SCHOOLS. TASK-ANALYSIS.
MN ADMINISTRATOR-EDUCATION. EDUCATIONAL-ADMINISTRATION. ELEMENTARY-SECONDARY-EDUCATION. RURAL-SCHOOLS. SCHOOL-DISTRICTS. SCHOOL-SYSTEMS. TABLES-DATA. VOCATIONAL-EDUCATION.
ID TEXAS.
AB THE PURPOSE OF THE STUDY WAS TO REFINE A METHOD TO IDENTIFY CRITICAL TASKS AND ADMINISTRATIVE BEHAVIORS UTILIZED TO EFFECTIVELY ADMINISTER A SPECIALIZED PROGRAM IN SMALLER SCHOOL DISTRICTS. VOCATIONAL EDUCATION WAS THE SPECIAL PROGRAM INVESTIGATED. DATA WERE GATHERED BY PERSONAL INTERVIEWS WITH 72 SUPERINTENDENTS AND A COMPOSITE OF 85 HIGH SCHOOL PRINCIPALS, VOCATIONAL TEACHERS, AND COUNSELORS. TWENTY-FOUR CRITICAL TASKS WERE IDENTIFIED; HOWEVER, SUPERINTENDENTS AND THEIR SUBORDINATES DISAGREED ON THE ADMINISTRATIVE BEHAVIORS EMPLOYED FOR TASK ACCOMPLISHMENT. MAJOR IMPLICATIONS ARE EVIDENCED FOR IMPROVED PREPARATION AND INSERVICE PROGRAMS FOR SUPERINTENDENTS FACING GREATER EMPHASIS ON SPECIALIZATION OF SCHOOL PROGRAMS.

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Section IV: Rural School Teachers

Descriptors:

Rural Education	Inservice Teacher Education
Rural Schools	Inservice Programs
Rural School Systems	Inservice Education

Duplication of this section of the packet is available from:

Search #726-02(2B-13) Rural Education - Inservice Teacher Education

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AN ED149562.
AU SAPP-DAVID-N. AND OTHERS.
TI CONSULTING TEACHER HANDBOOK.
NT 34P.
YR 77.
MJ BEHAVIOR-PROBLEMS. CONSULTANTS. EMOTIONALLY-DISTURBED. LEARNING-DISABILITIES. RURAL-EDUCATION.
MN GUIDELINES. INDIVIDUALIZED-PROGRAMS. ITINERANT-TEACHERS. PARENT-SCHOOL-RELATIONSHIP. PROGRAM-EVALUATION. RECORDS-FORMS. REFERRAL. TEACHER-EVALUATION. TEACHERS.
AB THE HANDBOOK PROVIDES GUIDELINES FOR REGULAR AND CONSULTING TEACHERS SERVING RURAL CHILDREN WITH LEARNING OR BEHAVIORAL PROBLEMS. MUTUAL EXPECTATIONS OF THE CLASSROOM AND CONSULTING TEACHER ARE OUTLINED. GUIDELINES AND APPROPRIATE FORMS ARE PROVIDED FOR THE FOLLOWING ASPECTS OF THE PROGRAM SEQUENCE: REFERRAL, OBSERVATION, INITIAL PARENT CONTACT, REFERRAL CONFERENCE, DIAGNOSTIC TEACHING, PLANNING CONFERENCE, EDUCATIONAL PLAN SUMMARY, THE TEACHING LEARNING PLAN, IMPLEMENTATION, CLASSROOM TEACHER EVALUATION, AND PROGRAM EVALUATION AND RECOMMENDATIONS.

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AN ED142336.
AU GAUMNITZ-W-H.
IN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
TI SALARY AND EDUCATION OF RURAL SCHOOL PERSONNEL: STATUS AND TRENDS. PAMPHLET NO. 85.
NT 22P. NOT AVAILABLE IN HARD COPY DUE TO SMALL PRINT SIZE OF ORIGINAL DOCUMENT.
YR 38.
MJ EDUCATIONAL-BACKGROUND. PRINCIPALS. RURAL-SCHOOLS. SALARIES. TEACHER-SALARIES. TREND-ANALYSIS.
MN BLACKS. BLACK-TEACHERS. CAUCASIANS. EDUCATIONAL-STATUS-COMPARISON. ELEMENTARY-SCHOOLS. HIGH-SCHOOLS. SCHOOL-LOCATION. SCHOOL-SIZE. SMALL-SCHOOLS. STATISTICAL-DATA. URBAN-SCHOOLS.
ID UNITED STATES.
AB INFORMATION ON THE SALARIES AND EDUCATION OF RURAL SCHOOL PERSONNEL WAS OBTAINED VIA 3,445 QUESTIONNAIRES MAILED TO SUPERINTENDENTS OF RURAL SCHOOLS IN 1934-35. DATA WERE RECEIVED FOR 183,733 WHITE TEACHERS, 13,072 NEGRO TEACHERS, 7,569 WHITE PRINCIPALS OF RURAL SCHOOLS, AND 131 PRINCIPALS OF NEGRO SCHOOLS UNDER THE ADMINISTRATIVE SUPERVISION OF COUNTY, DISTRICT, UNION, AND SIMILAR TYPES OF SUPERINTENDENTS AND LOCATED IN THE OPEN COUNTRY OR IN VILLAGES AND TOWNS OF FEWER THAN 2,500 POPULATION. DATA WERE PRESENTED SEPARATELY FOR ONE-TEACHER AND TWO-TEACHER SCHOOLS, THREE TO SIX TEACHER SCHOOLS AND SEVEN OR MORE TEACHER SCHOOLS IN THE OPEN COUNTRY AND IN VILLAGES OR TOWNS. FINDINGS INCLUDED: AS THE RURAL SCHOOLS BECAME LARGER THE MEDIAN SALARIES BECAME PROGRESSIVELY HIGHER, RANGING FROM $535 IN THE ONE-TEACHER WHITE SCHOOLS TO $979 IN THE WHITE SCHOOLS OF 7 OR MORE TEACHERS LOCATED IN THE VILLAGES AND TOWNS; IN THE NEGRO SCHOOLS THE DIFFERENCES WERE SIMILAR TO THOSE FOR THE WHITE SCHOOLS, EXCEPT THAT THE RANGES WERE FOR THE MOST PART NARROWER; IN DELAWARE AND WEST VIRGINIA, THE SALARIES OF THE NEGRO TEACHERS AVERAGED NEARLY $1,000 PER YEAR AND WERE FULLY AS HIGH AS THOSE OF THE WHITE TEACHERS, IF NOT HIGHER; MOST OF THE RURAL SCHOOL PRINCIPALS, ESPECIALLY THOSE

HAVING CHARGE OF HIGH SCHOOLS, WERE COLLEGE GRADUATES; AND ABOUT 34 OF THE WHITE TEACHERS AND 21% OF THE NEGRO TEACHERS IN THE ONE-TEACHER SCHOOLS HAD 2 YEARS OR LESS OF HIGH SCHOOL EDUCATION.

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AN ED119921.
AU MUSE-IVAN-D. AND OTHERS.
TI A STUDY OF RURAL TEACHERS AND THE RURAL SCHOOLS AS PERCEIVED BY SCHOOL ADMINISTRATORS, TEACHERS, PARENTS AND STUDENTS.
NT 55P. RECIPIENT OF FIRST ANNUAL AWARD FOR OUTSTANDING RESEARCH IN RURAL EDUCATION BY THE RURAL EDUCATION ASSOCIATION.
YR 75.
MJ EDUCATIONAL-PROBLEMS. PARENT-ATTITUDES. RURAL-SCHOOLS. STUDENT-ATTITUDES. TEACHER-ATTITUDES.
MN ADMINISTRATOR-ATTITUDES. COMPARATIVE-ANALYSIS. ELEMENTARY-SECONDARY-EDUCATION. SOCIAL-ADJUSTMENT. TEACHER-QUALIFICATIONS.
ID UTAH (NORTHEAST).
AB STUDY OBJECTIVES WERE TO: (1) GENERATE COMPARATIVE ATTITUDINAL PROFILES OF RURAL ADMINISTRATORS (N=32), TEACHERS (N=77), STUDENTS (N=290), AND PARENTS (N=121) FROM NORTHEASTERN UTAH SCHOOL DISTRICTS (10 ELEMENTARY AND/OR SECONDARY SCHOOLS); (2) ISOLATE ATTITUDES/FACTORS CONTRIBUTING TO TURNOVER AND OTHER RURAL EDUCATION PROBLEMS; (3) ESTABLISH A DATA BANK; (4) INDICATE DIRECTIONS TO ALLEVIATE EDUCATIONAL PROBLEMS. ATTITUDES RELATIVE TO THE FOLLOWING WERE SURVEYED: (1) INCOME; (2) CULTURAL DEPRIVATION; (3) LIBERAL VS CONSERVATIVE FEELINGS; (4) RATIONALE FOR TEACHING IN RURAL SCHOOLS; (5) THE "MOST DIFFICULT ADJUSTMENT" FOR NEW TEACHERS; (6) TEACHER SATISFACTION WITH SOCIAL LIFE; (7) TEACHER ACCEPTANCE; (8) USE OF RURAL POSITIONS AS SPRINGBOARDS TO BETTER JOBS; (9) MINORITY GROUPS; (10) THE NEED FOR RURAL TEACHERS TO "MOONLIGHT"; (11) TEACHERS' EXPECTATIONS OF STUDENTS; (12) PARENTS' EXPECTATIONS OF TEACHERS; (13) SCHOOL DISCIPLINE; (14) IMPORTANCE OF THE TEACHING PROFESSION; (15) HANDICAPPED STUDENTS; (16) RURAL/URBAN STUDENT COMPETITION; (17) TEACHER QUALITY; (18) RURAL TEACHERS' LANGUAGE; (19) GUIDANCE AND COUNSELING FOR TEACHERS AND STUDENTS; (20) RURAL TEACHERS' WORK WEEK; (21) TRADITIONAL VS INNOVATIVE TEACHERS. IT WAS DETERMINED THAT TURNOVER RESULTED FROM TEACHERS ACCEPTING A POSITION BECAUSE IT WAS THE ONLY ONE AVAILABLE OR BECAUSE THERE WAS A BETTER POSITION ELSEWHERE.

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AN ED042561.
AU BERGETH-ROBERT-L.
TI AN EXPERIMENTAL STUDY OF TEACHER MORALE IN SELECTED SCHOOL DISTRICTS OF NORTH DAKOTA.
NT 132P.
YR 70.
MJ DOCTORAL-THESES. PREDICTION. RURAL-SCHOOL-SYSTEMS. TEACHER-CHARACTERISTICS. TEACHER-MORALE.
MN AGE. COMMUNITY-SUPPORT. EDUCATIONAL-BACKGROUND. STATISTICAL-ANALYSIS. TEACHER-ADMINISTRATOR-RELATIONSHIP. TEACHER-SALARIES. TEACHING-EXPERIENCE.
AB THE MAJOR PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER SIGNIFICANT DIFFERENCES IN MORALE EXISTED AMONG TEACHERS EMPLOYED BY RURAL SCHOOL DISTRICTS. MAJOR HYPOTHESES DEALT WITH THE COMBINATION OF BIOGRAPHICAL VARIABLES THAT BEST PREDICT TEACHER MORALE, DIFFERENCES

IN MORALE AMONG TEACHERS GROUPED BY SALARY LEVEL, AND DIFFERENCES IN MORALE AMONG TEACHER GROUPED ACCORDING TO LEVEL OF SALARY INCREASE. THE RESEARCH SAMPLE OF 46 SCHOOL DISTRICTS WAS SELECTED FROM ALL HIGH SCHOOL DISTRICTS IN NORTH DAKOTA WHOSE 1968-69 HIGH SCHOOL ENROLLMENT WAS 400 OR LESS IN GRADES 9-12. THE PURDUE TEACHER OPINIONAIRE (PTO) WAS DISTRIBUTED TO 809 TEACHERS; 545 RESPONSES WERE USED IN THE ANALYSIS. THE PTO CONTAINED A TOTAL MORALE SCORE AND 10 FACTOR SCORES RELATION TO TEACHER RAPPORT WITH PRINCIPAL, SATISFACTION WITH TEACHING, RAPPORT AMONG TEACHERS, TEACHER SALARY, TEACHER LOAD, CURRICULUM ISSUES, TEACHER STATUS, COMMUNITY SUPPORT OF EDUCATION, SCHOOL FACILITIES AND SERVICES, AND COMMUNITY PRESSURES. STATISTICAL TECHNIQUES USED INCLUDED STEPWISE BACKWARD MULTIPLE LINEAR REGRESSION, ANALYSIS OF VARIANCE, AND ANALYSIS OF COVARIANCE. WHEN THE PTO TOTAL MORALE SCORE WAS USED AS THE CRITERION, THE SIGNIFICANT PREDICTORS OF MORALE & VE EDUCATIONAL PREPARATION, YEARS OF TEACHING EXPERIENCE, AND AGE.

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AN ED040453.
AU THOMAS-A-REESE.
IN AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, WASHINGTON, D.C.
REGIONAL CHILD SERVICES, PRICE, UTAH. (BBBO2320; FGKO2250).
TI PUBLIC RELATIONS AND THE ROLE OF THE RURAL SCHOOL PSYCHOLOGIST.
NT 10P. PAPER PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, NEW ORLEANS, LOUISIANA, MARCH 22-26, 1970.
YR 70.
PJ PUPIL-PERSONNEL-WORKERS. RURAL-AREAS. RURAL-SCHOOLS.
RURAL-URBAN-DIFFERENCES. SCHOOL-PSYCHOLOGISTS.
MN HUMAN-SERVICES. PSYCHOLOGICAL-SERVICES. PUBLIC-RELATIONS.
PUPIL-PERSONNEL-SERVICES. RURAL-EDUCATION. RURAL-POPULATION.
SCHOOL-COMMUNITY-RELATIONSHIP. SCHOOL-SERVICES.
AB ALTHOUGH THERE IS NO DIFFERENCE BETWEEN THE TRAINING PROVIDED FOR SCHOOL PSYCHOLOGISTS WHO PRACTICE IN RURAL COMMUNITIES AND THOSE WHO RENDER SERVICE IN URBAN AREAS, THERE ARE DEFINITE CONTRASTS IN THE ACTUAL WORK. AN ELABORATION OF THESE COMPRISES THE BULK OF THIS PAPER. DIFFERENCES COVERED ARE: (1) THE INORDINATE AMOUNT OF TRAVEL TIME REQUIRED IN THE RURAL SETTING AND ITS POSSIBLE ENCROACHMENT ON SERVICE RENDERED; (2) THE DEMAND FOR SERVICES USUALLY ASSIGNED TO SCHOOL SOCIAL WORKERS, SUCH AS HOME VISITS AND EVALUATIONS AND THE IMPORTANCE OF A MULTI-FACETED ACADEMIC TRAINING PROGRAM TO ASSIST THE DIVERSIFICATION; (3) BARRIERS TO A SCHOOL PSYCHOLOGIST'S BEING READILY ACCEPTED IN A RURAL COMMUNITY AND THE QUALITY OF PERSONAL INVOLVEMENT WHICH CAN HELP BREAK THEM DOWN; (4) THE INCREASED DIFFICULTY, IN A RURAL AREA, IN DEVELOPING TRUST AND MAINTAINING CONFIDENTIALITY; AND (5) THE PROBLEM OF MAKING REFERRALS TO OTHER AGENCIES. THE PAPER CONCLUDES WITH AN OBSERVATION ABOUT THE DIFFICULTY, IF NOT IMPOSSIBILITY OF KEEPING SEPARATE ONE'S PRIVATE LIFE AND PROFESSIONAL LIFE IN A SMALL ISOLATED COMMUNITY.

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AN ED023066.
IN NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. DEPT. OF RURAL EDUCATION. (FGK56714).
TI PROFESSIONAL PERSONNEL TO SERVE THE EDUCATIONAL NEEDS OF RURAL AND SMALL COMMUNITIES, A PROPOSED GUIDE TO STATE ACTIVITY.
NT 9P.
YR 65.

MJ PERSONNEL-NEEDS. PROFESSIONAL-PERSONNEL. RURAL-SCHOOLS. SMALL-SCHOOLS. STATE-ACTION.

MN ADMINISTRATOR-QUALIFICATIONS. CONSULTANTS. GUIDELINES. SCHOOL-PERSONNEL. STAFF-UTILIZATION. STATE-STANDARDS. SUPERVISORS. SUPERVISORY-TRAINING. TEACHER-DISTRIBUTION. TEACHER-IMPROVEMENT. TEACHER-RECRUITMENT. TEACHER-SUPPLY-AND-DEMAND.

AB A GROWING NEED DICTATES THAT STATES MUST IDENTIFY AND MEET THE VARIOUS REQUIREMENTS FOR PROFESSIONAL PERSONNEL IN RURAL AND SMALL SCHOOLS. IN COOPERATION WITH VARIOUS PROFESSIONAL GROUPS, THE STATE SHOULD--(1) DETERMINE HOW MANY ADDITIONAL PROFESSIONAL STAFF MEMBERS WOULD BE NEEDED OVER THE NEXT 5 YEARS TO PROVIDE AN EDUCATIONAL PROGRAM ADEQUATE TO MEET EMERGING NEEDS, (2) DETERMINE THE EXTENT TO WHICH EFFECTIVELY PREPARED PERSONNEL CAN BECOME AVAILABLE, (3) DETERMINE THE EXTENT TO WHICH NEW PERSONNEL RESOURCES NEED TO BE SOUGHT OR DEVELOPED, (4) IDENTIFY UNTAPPED RESOURCES THAT MIGHT BE DEVELOPED, (5) DETERMINE CRITICAL AREAS IN WHICH STAFFING NEEDS MUST BE MET, (6) DETERMINE THE PRIORITY IN WHICH THESE NEEDS MUST BE MET, (7) SUMMARIZE THE GENERAL PLAN OF ACTION, AND (8) IDENTIFY AND ENCOURAGE THE TYPES OF HELP OUTSIDE AGENCIES (UNIVERSITIES, PROFESSIONAL ORGANIZATIONS, ETC.) MIGHT BE ABLE TO OFFER. AN APPENDIX INDICATES SPECIFIC AGENCIES OR ORGANIZATIONS THAT MIGHT BE INVOLVED IN SUCH A PLAN OF ACTION.

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AN ED156680.
AU GOLUB-LESTER-S. FRYE-EDWARD-T.
IN LEARNING AND EVALUATION ASSOCIATES, STATE COLLEGE, PA. (BBB15704).
TI AN EXTERNAL EVALUATION OF THE BAYFIELD URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM.
SN BAYFIELD PUBLIC SCHOOLS, WIS. BAYFIELD SCHOOL/COMMUNITY COUNCIL, WIS. (BBB15705; BBB15706).
NT 165P.
YR 77.
MJ AFFECTIVE-OBJECTIVES. ATTITUDES. EDUCATIONAL-OBJECTIVES. PROGRAM-EVALUATION. RURAL-SCHOOLS. STAFF-IMPROVEMENT.
MN AMERICAN-INDIANS. BICULTURALISM. CAUCASIAN-STUDENTS. COMMUNITY-ATTITUDES. COMMUNITY-INVOLVEMENT. CULTURAL-AWARENESS. DATA-COLLECTION. EDUCATIONAL-EQUIPMENT. ELEMENTARY-SECONDARY-EDUCATION. FEDERAL-PROGRAMS. INSTRUCTIONAL-MATERIALS-CENTERS. INTERVIEWS. OBSERVATION. PARENT-ATTITUDES. SCHOOL-COMMUNITY-RELATIONSHIP. STUDENT-ATTITUDES. STUDENT-TEACHER-RELATIONSHIP. SUMMATIVE-EVALUATION. TEACHER-ATTITUDES.
ID CHIPPEWA INDIANS.
AB SINCE 1971, THE BAYFIELD SCHOOL HAS RECEIVED FEDERAL FUNDS TO CONDUCT AN URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM. THE FIVE MAJOR COMPONENTS OF THE PROGRAM WERE STAFF DEVELOPMENT THROUGH THE USE OF INDEPENDENT CONSULTANTS AND UNIVERSITY PERSONNEL, COMMUNITY INVOLVEMENT, BICULTURAL AWARENESS, LEARNING RESOURCE CENTER DEVELOPMENT, AND SCHOOL EQUIPMENT AND PROCUREMENT, PARTICULARLY CLOSED-CIRCUIT TELEVISION. FOUR SOURCES OF DATA WERE USED IN THE EVALUATION: (1) ARCHIVAL DATA, INCLUDING RECORDS OF STUDENT PERFORMANCE, FORMER NEEDS ASSESSMENTS, RECORDS OF COMMUNITY PARTICIPATION IN SCHOOL AFFAIRS, AND STAFF DEVELOPMENT INFORMATION; (2) AN ATTITUDE QUESTIONNAIRE; (3) INTERVIEWS WITH STAFF, STUDENTS, AND COMMUNITY MEMBERS; AND (4) CLASSROOM OBSERVATIONS. FINDINGS WERE RELATED TO STAFF, SCHOOL, AND COMMUNITY. AS TEACHING STAFF BECAME LESS MOBILE, THE ON-GOING STAFF DEVELOPMENT PROGRAM HAD A MORE LASTING IMPACT ON THE QUALITY OF EDUCATION IN THE BAYFIELD SCHOOLS. THOUGH THE SCHOOL ENVIRONMENT IMPROVED DUE TO THIS PROGRAM, THESE IMPROVEMENTS WERE MASKED BY THE NATURE OF THE SCHOOL BUILDING, ORGINIALLY BUILT IN 1895. PUPIL PERFORMANCE IMPROVED. THE INFLUX OF FEDERAL FUNDS, COMBINED WITH COMMUNITY INVOLVEMENT IN THE SCHOOL/COMMUNITY COUNCIL HAD A TREMENDOUS IMPACT ON THE COMMUNITY. RECOMMENDATIONS FOR FUTURE PLANNING ARE INCLUDED, AS WELL AS DIRECTORIES OF STAFF, INTERVIEW QUESTIONS USED, AND WRITE-IN QUESTIONNAIRE COMMENTS.

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AN ED153759.
IN NEW MEXICO STATE UNIV. UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS. (QI159660).
TI EDUCATING THE TEACHER FOR RURAL AREAS: A SELECTED TOPICS BIBLIOGRAPHY OF ERIC DOCUMENTS.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
NT 120P. BEST COPY AVAILABLE.
YR 77.
MJ ANNOTATED-BIBLIOGRAPHIES. INSERVICE-TEACHER-EDUCATION. PROGRAM-DESCRIPTIONS. RESOURCE-MATERIALS. RURAL-AREAS.

TEACHER-EDUCATION.
MN ABSTRACTS. CURRICULUM-DEVELOPMENT. EDUCATIONAL-IMPROVEMENT. EDUCATIONAL-INNOVATION. EDUCATIONAL-NEEDS. EDUCATIONAL-RESEARCH. ETHNIC-GROUPS. FOREIGN-COUNTRIES. PERIODICALS. PROGRAM-EVALUATION. RURAL-DEVELOPMENT.
AB THE BIBLIOGRAPHY IS A COMPREHENSIVE GUIDE TO RESOURCE MATERIALS, RESEARCH FINDINGS, AND DEVELOPMENTS RELATED TO TEACHERS IN RURAL AREAS. IT IS DRAWN FROM "RESOURCES IN EDUCATION" (RIE), A MONTHLY PUBLICATION CONTAINING ABSTRACTS OF RESEARCH, RESEARCH-RELATED REPORTS, AND RESOURCE MATERIALS IN EDUCATION, AND FROM "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE), A MONTHLY INDEX DRAWING FROM MORE THAN 700 JOURNALS, QUARTERLIES, ANNUALS, AND YEARBOOKS. OF THE 167 CITATIONS, ALMOST ALL ARE FROM THE SIXTIES AND SEVENTIES; THEY ARE LISTED NUMERICALLY ACCORDING TO THEIR ERIC ACCESSION NUMBERS. ALL RIE CITATIONS INCLUDE DOCUMENT RESUMES; CIJE CITATIONS CONTAIN BRIEF NOTATIONS ONLY WHEN THE ARTICLE IS NOT ADEQUATELY DESCRIBED BY TITLE, DESCRIPTORS, OR IDENTIFIERS. THIS BIBLIOGRAPHY OF ERIC DOCUMENTS IS INTENDED AS AN AID FOR SCHOOL ADMINISTRATORS, TEACHERS, RESEARCHERS, INFORMATIONAL SPECIALISTS, PROFESSIONAL ORGANIZATIONS, AND STUDENTS. THERE IS A KEY TO CITATIONS THAT EXPLAINS ALL ABBREVIATIONS USED, AN EXPLANATION OF ERIC DESCRIPTIVE TERMS, AND A LIST OF ALL ERIC CLEARINGHOUSES, ADDRESSES, AND SCOPE AREAS.

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AN ED151132.
AU MARTIN-PETER.
IN FAR WEST LAB. FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, SAN FRANCISCO, CALIF. (BBB07889).
TI A TEACHERS' CENTER FOR NINE RURAL TOWNS -- CAN GRASSROOTS GROW FROM SEEDS PLANTED ON TOP? TEACHERS' CENTER EXCHANGE OCCASIONAL PAPER NO. 2, DECEMBER 1977.
NT 9P.
YR 77.
MJ INSERVICE-TEACHER-EDUCATION. REGIONAL-PLANNING. RURAL-AREAS. RURAL-SCHOOLS. TEACHER-CENTERS.
MN COMMUNITY-INVOLVEMENT. COOPERATIVE-PLANNING. CURRICULUM-PLANNING. DECISION-MAKING. INTERINSTITUTIONAL-COOPERATION. NEEDS-ASSESSMENT. PROGRAM-DESCRIPTIONS. RESOURCE-CENTERS.
ID CONNECTICUT; PROJECT RISE.
AB FUNDED THROUGH LOCAL RESOURCES AND AN ESEA TITLE IV-C FEDERAL GRANT, PROJECT RISE (REGIONAL IN-SERVICE EDUCATION) IS AN INSERVICE CENTER SERVING TEACHERS, ADMINISTRATORS AND SUPPORT STAFF IN PUBLIC AND PRIVATE SCHOOLS IN EAST-CENTRAL CONNECTICUT. DURING THE PLANNING YEAR, THE PROFESSIONAL GROWTH NEEDS OF TEACHERS OF GRADES K-8 WERE ASSESSED. STAFF DEVELOPMENT "PLANNING TEAMS" WERE ESTABLISHED AT EVERY SCHOOL IN A FIVE-TOWN REGION. THESE TEAMS REVIEWED THE NEEDS ASSESSMENT, COOPERATIVELY PLANNED SCHOOL-BASED PROGRAMS TO MEET THE EXPRESSED NEEDS, AND SUGGESTED PROGRAMS APPROPRIATE FOR TOWN-WIDE AND REGIONAL PRESENTATION. TODAY PROJECT RISE SERVES NINE RURAL TOWNS. RISE CONSULTANT/ADVISORS ARE ASSIGNED TO A LIMITED NUMBER OF SCHOOLS, VISITING APPROXIMATELY ONE-HALF DAY PER WEEK AND/OR AS REQUESTED. THE RISE LEARNING EXCHANGE CENTER IS OPEN FOR SPECIFIC HOURS AND HAS SPECIFIC THEMES, PEOPLE, PROJECTS AND/OR MATERIALS. CURRICULUM DEVELOPMENT IS CONDUCTED AT THE REGIONAL LEVEL. PROJECT RISE ALSO HELPS TEACHERS ACHIEVE THEIR GROWTH GOALS. MORE EMPHASIS IS PLACED ON UNIVERSITY AND COMMUNITY INVOLVEMENT. DECISIONS ARE MADE BY A

TEACHER GOVERNING BOARD, THE SCHOOL PLANNING TEAMS, THE PROJECT DIRECTOR, A TEACHER ADVISORY BOARD, AND A SUPERINTENDENTS' ADVISORY BOARD. PROJECT RISE'S LONG-RANGE PLANS ARE TO MEET THE CONCERNS OF ALL GROUPS--TEACHERS, PRINCIPALS, SUPERINTENDENTS, BOARDS.

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AN ED144732.
AU DREIER-WILLIAM-H.
TI TEACHERS FOR RURAL AMERICA - ARE THEY RECOGNIZED AND PREPARED.
NT 15P. PAPER PRESENTED AT THE ANNUAL MEETING OF THE RURAL SOCIOLOGICAL SOCIETY (MADISON, WISCONSIN, SEPTEMBER 1-4, 1977).
YR 77.
MJ ADMINISTRATOR-EDUCATION. COLLEGE-PROGRAMS. RURAL-EDUCATION. RURAL-SCHOOLS. TEACHER-EDUCATION.
MN ENROLLMENT. GEOGRAPHIC-LOCATION. GRADUATE-STUDY. HIGHER-EDUCATION. LITERATURE-REVIEWS. RURAL-URBAN-DIFFERENCES. STUDENT-TEACHERS. SURVEYS. UNDERGRADUATE-STUDY.
ID AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUC; OFFICE OF EDUCATION REGION VII.
AB ATTEMPTING TO ANSWER QUESTIONS RE: THE RECOGNITION AND PREPARATION OF TEACHERS FOR RURAL AMERICA, THIS PAPER PRESENTS A BRIEF OVERVIEW OF PERTINENT LITERATURE AND EXAMINES A SAMPLE OF COLLEGES AND UNIVERSITIES PREPARING TEACHERS IN U.S. OFFICE OF EDUCATION (USOE) REGION VII (IOWA, KANSAS, MISSOURI, AND NEBRASKA) FOR PURPOSES OF IDENTIFYING RURAL VS METRO LOCATIONS AND THE EXTENT OF UNDERGRADUATE AND GRADUATE TEACHER/ADMINISTRATOR PREPARATION PROGRAMS. TABULAR DATA IS PRESENTED ON REGION VII RE: NUMBER OF 1975 NORTH CENTRAL ASSOCIATION OF SCHOOLS (NCA) MEMBER HIGH SCHOOLS GROUPED BY SIZE; NUMBER AND PERCENT OF 1973 AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) MEMBERS BY POPULATION OF CITY AND BASE SUPPORT; RESULTS OF A QUESTIONNAIRE SENT TO EVERY OTHER AACTE MEMBER INSTITUTION IN THE REGION (N=28 RESPONSES OUT OF 46) RE: REQUIRED RURALLY ORIENTED COURSES, NUMBER OF STUDENT TEACHERS ENROLLED, PERCENT OF STUDENT TEACHERS LOCATED IN TOWNS AND CITIES OF DIFFERING POPULATIONS; AND GRADUATE MAJORS AND MINORS OFFERED FOR RURAL TEACHER AND ADMINISTRATOR PREPARATION. IN GENERAL, THIS REPORT INDICATES A NEED FOR: RURAL EDUCATORS, INSTITUTIONS LOCATED IN THE RURAL ENVIRONMENT, AND RURALLY SPECIFIC TEACHER/ADMINISTRATOR PREPARATION.

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AN ED143660.
IN WASHINGTON WEST SCHOOL DISTRICT, VT. (BBB14822).
TI RESOURCE GUIDE FOR INSERVICE TEACHER EDUCATION, WASHINGTON WEST SCHOOL DISTRICT, VERMONT. TEACHER CORPS REPORTS: INSERVICE DEVELOPMENT PROCESSES.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. TEACHER CORPS. (BBB01218).
NT 319P. FOR RELATED DOCUMENTS, SEE SP 011 534, 535, AND 536; SOME PARTS MAY BE MARGINALLY LEGIBLE DUE TO PRINT QUALITY OF THE ORIGINAL DOCUMENT.
YR 77.
MJ INSERVICE-TEACHER-EDUCATION. INTERINSTITUTIONAL-COOPERATION. PROFESSIONAL-CONTINUING-EDUCATION. PROGRAM-DESIGN. RURAL-SCHOOL-SYSTEMS.
MN ADMINISTRATOR-RESPONSIBILITY. BOARDS-OF-EDUCATION. EDUCATIONAL-FINANCE. NEEDS-ASSESSMENT. SCHOOL-COMMUNITY-RELATIONSHIP. STATE-DEPARTMENTS-OF-EDUCATION.

TEACHER-CENTERS. TEACHER-EDUCATION.
ID WASHINGTON WEST SCHOOL DISTRICT VT.
AB THIS GUIDE FOR INSERVICE TEACHER EDUCATION IS DESIGNED FOR USE BY TEACHER GROUPS IN PLANNING INSERVICE. SHORT SUBSTANTIVE NARRATIVES ARE FOLLOWED BY PRACTICAL EXERCISES TO HELP TEACHERS PLANS AND DEVELOP INSERVICE EDUCATION, FIND RESOURCES, USE OUTSIDE ASSISTANCE, AND UNDERSTAND THE POTENTIAL FUNCTIONS OF INSERVICE EDUCATION. THE MODEL PRESENTED IS ESSENTIALLY AN APPROACH TO PLANNING, BEGINNING WITH NEEDS ASSESSMENT AND CONTINUING THROUGH DELIVERY OF INSERVICE. EMPHASIS IS PLACED ON THE SPECIAL CONDITIONS OF RURAL SCHOOLS AND RURAL TEACHERS, ALTHOUGH THE MATERIALS ARE GENERALLY USEFUL TO OTHERS. TOPICS COVERED INCLUDE THE FOLLOWING: (1) TYPES OF TEACHER INSERVICE EDUCATION; (2) NEEDS ASSESSMENT; (3) MEETING AND WORKSHOP FORMAT; (4) PARENT/COMMUNITY AWARENESS OF INSERVICE TEACHER EDUCATION; (5) RELEASE TIME MODELS; (6) INSTITUTIONS OF HIGHER EDUCATION AND LOCAL EDUCATION AGENCY COLLABORATION; (7) FUNDING FOR INSERVICE EDUCATION; (8) SCHOOL BOARD AWARENESS; (9) GOVERNANCE; (10) ADMINISTRATIVE SUPPORT; (11) NEGOTIATIONS AND INSERVICE; (12) THE ROLE OF THE STATE DEPARTMENT OF EDUCATION; (13) RURAL TEACHER CENTERS. A BIBLIOGRAPHY FOR FURTHER READING FOLLOWS EACH OF THE TWELVE SECTIONS OF THE MANUAL.

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AN ED143488.
AU SMITH-W-DAVID.
TI MEETING TEACHERS' IN-SERVICE NEEDS IN RURAL AREAS.
NT 6P. RELATED DOCUMENTS INCLUDE RC 010 072-6. PAPER PRESENTED AT THE INTERSKOLA '77 INTERNATIONAL CONFERENCE ON RURAL EDUCATION (10TH, NORFOLK, ENGLAND, JULY 1977).
YR 77.
MJ AGENCY-ROLE. COLLEGES. INSERVICE-TEACHER-EDUCATION. ORGANIZATIONS-GROUPS. PROGRAM-DESCRIPTIONS. RURAL-EDUCATION.
MN COMMUNITY-INVOLVEMENT. CURRICULUM-DEVELOPMENT. EDUCATIONAL-RESEARCH. FOREIGN-COUNTRIES. HIGHER-EDUCATION. INFORMATION-DISSEMINATION. INSTRUCTIONAL-MATERIALS. SYNTHESIS. TEACHER-CENTERS. UNIVERSITIES.
ID GREAT BRITAIN.
AB DESCRIBING EXISTING ENGLISH PROVISIONS FOR THE SUPPORT OF RURAL IN-SERVICE TEACHER NEEDS, THIS PAPER REVIEWS: (1) THE ROLE OF THE LOCAL EDUCATIONAL AUTHORITY (LEA) AND ITS ADVISORY STAFF (HELPING PROBATIONARY TEACHERS, RUNNING COURSES FOR OTHER TEACHERS, AND PROVIDING ON-GOING SUPPORT IN THE SCHOOLS); (2) THE ROLE OF TEACHER CENTERS (VARIED IN TERMS OF BUILDING SIZE AND LOCATIONS AND THE DEGREE OF COOPERATION AND/OR COORDINATION AFFORDED THE LEA, THESE CENTERS ARE DESCRIBED AS PROVIDING AN ARRAY OF WORKING PARTIES, DISCUSSION GROUPS, AND WORKSHOPS FOCUSED ON TEACHING OUTCOMES); (3) NATIONAL BODIES DISSEMINATING EDUCATIONAL RESEARCH AND PROJECT MATERIALS (THE NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH AND THE SCHOOLS COUNCIL FOR CURRICULUM AND EXAMINATIONS, THE LATTER HAVING A TEACHER MEMBER MAJORITY CURRENTLY SUBJECTED TO SOME CRITICISM); (4) INSTITUTIONAL SUPPORT COMING FROM THE UNIVERSITY AND POLYTECHNIC DEPARTMENTS OF EDUCATION AND THE COLLEGES OF EDUCATION (SINCE THE COLLEGES CURRENTLY ARE UNDERGOING DRASTIC REDUCTIONS, THERE IS INCREASING OPPORTUNITY FOR THE REMAINING COLLEGES TO BROADEN THEIR BASES OF CONTRIBUTION); (5) THE WAY IN WHICH KESWICK HALL COLLEGE OF EDUCATION (NORWICH, ENGLAND) IS CURRENTLY PROVIDING IN-SERVICE SUPPORT TO RURAL AREAS (DEVELOPMENT OF: A COURSE IN RURAL EDUCATION

TEACHER TRAINING, A PILOT SCHEME TO INVOLVE TEACHERS IN THE RURAL AREAS IN THE PREPARATION OF FUTURE TEACHERS, A MATHEMATICS CURRICULUM PLANNED AND EXECUTED IN CLOSE COLLABORATION WITH THE LEA).

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AN ED143467.
AU MESA-PETE.
IN STANFORD UNIV. CALIF. (CIQ82275).
TI IMPLICATIONS FOR IN-SERVICE EDUCATION OF THE URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM EXPERIENCE.
NT 24P.
YR 75.
DJ INSERVICE-TEACHER-EDUCATION. PROGRAM-EFFECTIVENESS. RURAL-SCHOOL-SYSTEMS. SCHOOL-COMMUNITY-COOPERATION. TRAINING-TECHNIQUES. URBAN-SCHOOLS.
MN COMMUNITY-INVOLVEMENT. DECISION-MAKING. EDUCATIONAL-NEEDS. INSTITUTES-TRAINING-PROGRAMS. LEADERSHIP-TRAINING. PROGRAM-ATTITUDES. PROGRAM-CONTENT.
ID URBAN RURAL SCHOOL DEVELOPMENT PROGRAM.
AB COMMUNITY DEMANDS FOR MORE CONTROL OF THE SCHOOLS AND A TEACHER OVER-SUPPLY HAD GREAT IMPACT ON THE PLANNERS OF THE URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM. INTO ITS 5TH YEAR OF OPERATION, THE PROGRAM OFFERS THE ONLY NATIONAL EXPERIENCE FOR DEVELOPING NATIONAL STRATEGIES FOR INSERVICE EDUCATION. DISTINGUISHING THE PROGRAM FROM OTHER FEDERAL EDUCATIONAL PROGRAMS ARE: ITS BUILT-IN PARITY MECHANISM THAT REQUIRES SHARED DECISION-MAKING BETWEEN SCHOOL PROFESSIONALS AND THE COMMUNITY; ITS FOCUS ON INSERVICE EDUCATION NEEDS OF THE SCHOOL PERSONNEL INVOLVED WITH THE CHILDREN'S EDUCATION; THE DIRECT INVOLVEMENT OF AN ADVOCATE LEADERSHIP TRAINING INSTITUTE; AND ITS FLEXIBLE GUIDELINES WITHIN A BROAD CATEGORY OF NEED. THE PROGRAM HAS FOUND THAT TEACHERS RESPOND FAVORABLY TO INSERVICE EDUCATION. HIGH PARITY SITES DEMONSTRATE THAT RETENTION OF TEACHER COMMITMENT OVER TIME IS A FUNCTION OF DIVERSE ACTIVITIES WHICH ACKNOWLEDGE THAT THE NEEDS ARE COMPLEX AND CALL FOR ACCOUNTABILITY AND SUPPORT FROM ALL SEGMENTS OF THE SCHOOL-COMMUNITY. PARITY HAS PROVEN TO BE A USEFUL PROCESS FOR DEALING WITH TEACHER RELUCTANCE TO EXPRESS DEFICIENCIES AND TRAINING NEEDS. FOUR BASIC MECHANISMS HAVE EVOLVED IN THE PROGRAM FOR DELIVERING INSERVICE EDUCATION: THE RESIDENT PROFESSOR MODEL; THE COLLEGE OR UNIVERSITY AFFILIATION WITH ON-SITE TRAINING; THE CONSULTANT FIRM AFFILIATION; AND THE "SHOP FOR SERVICES" MODEL. EACH HAS ADVANTAGES AND DISADVANTAGES. THE RESIDENT PROFESSOR MODEL APPEARS TO BE THE MOST PROMISING.

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AN ED142340.
IN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
TI PROFESSIONAL PREPARATION OF TEACHERS FOR RURAL SCHOOLS. BULLETIN, 1928, NO. 6.
NT 77P. ABSTRACTS OF ADDRESSES DELIVERED AT A CONFERENCE CALLED BY THE UNITED STATES COMMISSIONER OF EDUCATION (BOSTON, MASSACHUSETTS, FEBRUARY 25, 1928). NOT AVAILABLE IN HARD COPY DUE TO SMALL PRINT SIZE OF ORIGINAL DOCUMENT.
YR 28.
DJ CURRICULUM-DEVELOPMENT. EDUCATIONAL-DEVELOPMENT. EDUCATIONAL-NEEDS. RURAL-EDUCATION. TEACHER-EDUCATION. TEACHER-EDUCATION-CURRICULUM.
MN CONTENT-ANALYSIS. GRADUATE-SURVEYS. INSERVICE-TEACHER-EDUCATION. INSTITUTES-TRAINING-PROGRAMS. JOB-ANALYSIS. ONE-TEACHER-SCHOOLS.

SMALL-SCHOOLS. STATE-LEGISLATION. STUDENT-ATTITUDES.
TEACHER-PLACEMENT. TEACHER-RESPONSIBILITY.
TEACHER-SUPPLY-AND-DEMAND.
ID UNITED STATES.
AB THE CONFERENCE, HELD IN BOSTON ON FEBRUARY 25, 1928, WAS CALLED BY THE UNITED STATES COMMISSIONER OF EDUCATION TO ADDRESS PROBLEMS CONCERNED WITH THE PROFESSIONAL PREPARATION OF RURAL SCHOOL TEACHERS. IT WAS ATTENDED BY PERSONS ENGAGED IN THE SPECIAL PREPARATION OF TEACHERS, SUPERVISORS, AND ADMINISTRATORS FOR RURAL SCHOOL POSITIONS REPRESENTING 30 STATES. THIS BULLETIN CONTAINS ABSTRACTS OF THE ADDRESSES DELIVERED AT THE CONFERENCE. THESE ABSTRACTS WERE PREPARED FROM COPIES OF THE ADDRESSES OR ABSTRACTS OF THEM FURNISHED BY THE SPEAKERS WHO PREPARED OR DELIVERED THEM. THE ABSTRACTS COVER: THE USE OF ACTIVITY ANALYSIS IN CONSTRUCTING CURRICULA FOR RURAL TEACHERS; ANALYSIS OF DUTIES PERTAINING TO THE JOB OF TEACHING IN THE ONE-ROOM SCHOOL; THE NATURE AND EXTENT OF CURRICULUM DIFFERENTIATION IN THE TRAINING OF RURAL SCHOOL TEACHERS; THE RURAL CURRICULUM AS JUDGED BY GRADUATES; THE FOLLOW-UP ACTIVITIES OF A TEACHER-TRAINING INSTITUTION WITH ITS GRADUATES IN RURAL SCHOOLS; ADJUSTMENT OF THE SUPPLY OF AND DEMAND FOR QUALIFIED TEACHERS--THE STATE'S PROBLEM; STATE LEGISLATION AND REGULATIONS TO GUARANTEE AN ADEQUATE PROFESSIONAL STAFF FOR RURAL SCHOOL POSITIONS; APPLICATION OF STANDARD COURSES TO THE SPECIALIZED NEEDS OF RURAL TEACHERS; IN-SERVICE TRAINING FOR RURAL SCHOOL TEACHERS--NEEDS AND FACILITIES; AND RECENT PROGRESS IN PREPARING THE PERSONNEL FOR POSITIONS IN RURAL EDUCATION.

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AN ED117034.
AU MESA-PETE.
IN ERIC CLEARINGHOUSE ON TEACHER EDUCATION, WASHINGTON, D.C. (BBB01D01)
.
TI COMMUNITY INVOLVEMENT AND INSERVICE TEACHER EDUCATION: THE URBAN/RURAL APPROACH. SCIP NO. 4.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
NT 17P.
YR 76.
MJ COMMUNITY-INVOLVEMENT. DEVELOPMENTAL-PROGRAMS.
INSERVICE-TEACHER-EDUCATION. RURAL-EDUCATION. URBAN-EDUCATION.
MN LEADERSHIP-TRAINING. SCHOOL-COMMUNITY-COOPERATION.
TEACHER-IMPROVEMENT.
AB THIS PAPER DESCRIBES THE HISTORY AND STATUS OF THE URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM WHICH HAS BOTH COMMUNITY INVOLVEMENT AND INSERVICE TEACHER EDUCATION AS COMPONENTS. THE PAPER FIRST DISCUSSES CERTAIN IMPORTANT FEATURES OF THE URBAN/RURAL PROGRAM. ONE UNIQUE FEATURE OF THIS PROGRAM IS ITS BUILT-IN PARITY MECHANISM THAT REQUIRES SHARED DECISION-MAKING BETWEEN SCHOOL PROFESSIONALS AND THE COMMUNITY, AND WHICH SETS IT APART FROM SIMILAR PROGRAMS IN TEACHER EDUCATION. ANOTHER SALIENT FEATURE OF THE URBAN/RURAL PROGRAM IS THAT IT IS AIMED AT INSERVICE EDUCATION. THE IMPORTANCE OF LEADERSHIP TRAINING INSTITUTES (LTI) IN RELATION TO THIS PROGRAM IS ALSO STRESSED, SINCE THE LTI, THROUGH WORKSHOPS, CONFERENCES, AND NEWSLETTERS, HAS SERVED AS A UNIFYING ELEMENT FOR THE URBAN/RURAL SITES. THE PAPER THEN DISCUSSES THE ATTEMPTS OF URBAN/RURAL PROGRAMS, BY INCLUDING TEACHERS IN THEIR PLANNING, TO SOLVE CERTAIN PROBLEMS FOUND IN TRADITIONAL INSERVICE EDUCATION PROGRAMS. A WORKING DEFINITION OF INSERVICE EDUCATION IS THEN PROPOSED, AND

STRATEGIES AND MECHANISMS FOR PROVIDING INSERVICE EDUCATION THAT HAVE EMERGED IN THE URBAN/RURAL PROGRAM ARE DISCUSSED. OTHER URBAN/RURAL EXPERIENCES FOR THE DESIGN OF A NATIONAL STRATEGY FOR INSERVICE EDUCATION ARE CONSIDERED, AND THE SUCCESS OF VARIOUS PROJECTS IS ALSO DISCUSSED. THE PAPER CONCLUDES WITH A LIST OF 11 CONCLUSIONS OR IMPORTANT EXPERIENCES TO OFFER NATIONAL AND LOCAL EDUCATIONAL POLICY MAKERS.

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AN ED114225.
AU PETERS-RICHARD-G.
TI AFFECTING TEACHER AWARENESS AND ATTITUDES: AN IN-SERVICE PROGRAM STRATEGY FOR RURAL SCHOOLS.
NT 17P.
YR 75.
MJ EDUCATIONAL-STRATEGIES. INSERVICE-PROGRAMS. INSERVICE-TEACHER-EDUCATION. RURAL-SCHOOLS. TEACHER-ATTITUDES.
MN EDUCATIONAL-OBJECTIVES. ELEMENTARY-SECONDARY-EDUCATION. EXPERIMENTAL-PROGRAMS. PROGRAM-DESCRIPTIONS. STAFF-IMPROVEMENT.
AB IN JULY 1973, THE NEW HAMPSHIRE SCHOOL UNION 58 BEGAN OPERATION OF ITS EXPERIMENTAL SCHOOL (ES) PROJECT. ONE OF 10 PROJECTS NATIONWIDE WHICH MAKE UP PROJECT RURAL, ES'S AIM WAS TO DEVELOP "A COMMUNITY-CENTERED SCHOOL" WHICH UTILIZED AVAILABLE HUMAN AND NATURAL RESOURCES TO FOSTER POSITIVE ATTITUDES TOWARD LEARNING, PROVIDED INDIVIDUALS WITH BASIC SKILLS WHICH ENABLE THEM TO REALIZE PERSONAL GOALS, AND UTILIZED COMMUNITY RESOURCE FACILITIES AS A BASIS FOR LIFETIME LEARNING OPPORTUNITIES. PROJECT COMPONENTS WERE ADMINISTRATION, IN-HOUSE LEVEL I EVALUATION, AND INSTRUCTION. THERE WERE 3 INSTRUCTIONAL COMPONENTS: CAREER/VOCATIONAL EDUCATION, LANGUAGE ARTS, AND ENVIRONMENTAL/OUTDOOR EDUCATION, AS WELL AS ADULT EDUCATION. AN IN-SERVICE TRAINING PROGRAM WAS CONDUCTED TO PROVIDE PRACTICING EDUCATORS WITH THE OPPORTUNITIES TO ENRICH THEIR LEARNING AND TO EXPAND THEIR AWARENESS OF NEW PRACTICES AND TECHNIQUES IN PROJECT RELATED COMPONENTS. SINCE MAY 1975, A TEACHER RECERTIFICATION STAFF DEVELOPMENT PROGRAM HAS BEEN OPERATED BY UNION 58. THE ES PROJECT'S IN-SERVICE WORKSHOPS, MINISHOPS, SKILLSHOPS, VISITATIONS, AND STAFF TRAINING ACTIVITIES COMPLIMENTED THE LOCAL PROGRAM AND PROVIDED TEACHERS WITH THE OPPORTUNITY TO GAIN CLOCK HOURS OF CREDIT TOWARD THEIR PROFESSIONAL RECERTIFICATION.

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AN ED087998.
IN SOUTHEASTERN EDUCATION LAB. ATLANTA, GA. (VWH80775).
TI SEL PATHWAYS TO BETTER SCHOOLS--AN IN-SERVICE TRAINING PROGRAM. NUMBER 3.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
NT 95P. FOR RELATED DOCUMENTS SEE CS 000 917-918 AND CS 000 920 THROUGH CS 000 923.
YR 70.
MJ EDUCATIONAL-PLANNING. INSERVICE-TEACHER-EDUCATION. PROGRAM-DEVELOPMENT. PROGRAM-PROPOSALS. RURAL-EDUCATION.
MN ECONOMICALLY-DISADVANTAGED. EDUCATIONAL-FINANCE. ELEMENTARY-EDUCATION. RURAL-SCHOOL-SYSTEMS. SECONDARY-EDUCATION.
ID ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III.
AB THIS GUIDE CONTAINS MATERIALS WHICH ARE DESIGNED TO ASSIST RURAL SCHOOL SYSTEMS IN ASSESSING EDUCATIONAL NEEDS, IN SYSTEMATICALLY PLANNING STRATEGIES TO DEVELOP AN INSERVICE TEACHER EDUCATION

PROGRAM, AND IN APPLYING FOR TITLE III FUNDS. INCLUDED ARE INSTRUCTIONS FOR A SURVEY AND AN INVENTORY OF NEEDS, SUGGESTIONS FOR THE ALLOCATION OF RESOURCE ACCORDING TO NEEDS AND ESTABLISHMENT OF PRIORITIES, AND WAYS TO IMPLEMENT THE PROGRAM. THE INFORMATION ABOUT THE CONTENT AND ORGANIZATION OF A WRITTEN TITLE III PROPOSAL IS PROGRAMED AND DIVIDED INTO TWO MAJOR DIVISIONS: THE CASE COMMENTARY APPEARS ON THE LEFTHAND SIDE OF EACH PAGE AND THE ILLUSTRATIVE CASE APPEARS ON THE RIGHT. CONTENTS INCLUDE: "STATISTICAL DATA"; "ABSTRACT," WHICH CONTAINS A SAMPLE ONE-PAGE PROPOSAL ABSTRACT; "THE COMMUNITY"; "STATEMENT OF NEED"; "OBJECTIVES"; "PROCEDURES"; "EMPHASIS"; "PLANNING"; "PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN"; "EVALUATION"; "DISSEMINATION," WHICH SUGGESTS THE USE OF PRESS RELEASES AS A MEANS OF PUBLICIZING EDUCATIONAL PROGRAMS; "QUALIFICATIONS OF PROFESSIONAL PERSONNEL"; "FACILITIES, EQUIPMENT, AND MATERIALS"; "SUBCONTRACTING"; AND "TAX EFFORT'.

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AN ED073082.
AU BURDIN-JOEL-L ED. POLIAKOFF-LORRAINE-L ED.
IN ERIC CLEARINGHOUSE ON TEACHER EDUCATION, WASHINGTON, D.C. (BBB01061)
.
TI IN-SERVICE EDUCATION FOR RURAL SCHOOL PERSONNEL.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
NT 111P.
YR 73.
MJ INSERVICE-TEACHER-EDUCATION. MODELS. RURAL-EDUCATION. SCHOOL-PERSONNEL. TEACHER-EDUCATION.
MN EDUCATIONAL-PROGRAMS. RURAL-EXTENSION. RURAL-SCHOOLS.
AB THIS PUBLICATION FOCUSES ON IN-SERVICE EDUCATION FOR RURAL TEACHERS WHO ARE REMOTE FROM UNIVERSITIES OR OTHER TRAINING CENTERS. SECTION 1 CONSISTS OF THREE MODELS FOR IN-SERVICE PROGRAMS PRESENTED AT A WRITING CONFERENCE BY LAWRENCE HELDMAN, EDWARD KRAHMER, AND LIONEL ORLIKOW. THE MODELS INCLUDE SPECIFICATIONS FOR A NATIONAL ORGANIZATION TO SERVE RURAL TEACHERS' NEEDS, THE DESIGN OF AN INDIVIDUALIZED IN-SERVICE PROGRAM, AND A VOUCHER SYSTEM. SECTION 2 OFFERS THE VIEWPOINTS OF OTHER CONFERENCE ATTENDANTS ON IMPLEMENTING THE MODELS. THEIR CONSIDERATIONS ENCOMPASS POWER FACTORS AND THE RELUCTANT LEARNER. IN SECTION 3, CURRENTLY OPERATING RURAL IN-SERVICE TEACHER EDUCATION PROGRAMS ARE DESCRIBED. THE PROGRAMS HAVE TWO CHARACTERISTICS IN COMMON. THEY SERVE LARGE NUMBERS OF REMOTELY BASED TEACHERS (OFTEN IN A WIDE GEOGRAPHIC AREA) AND THE PROGRAMS ARE BROUGHT TO THE TEACHERS AT THE LOCAL SITES. THE PUBLICATION ALSO INCLUDES AN INTRODUCTORY PAPER ON TODAY'S SCHOOLS, APPENDICES WITH BACKGROUND INFORMATION ON RURAL AMERICA, A BIBLIOGRAPHY, AND A SUMMARY OF THE PROPOSAL TO THE U.S. OFFICE OF EDUCATION WHICH INITIATED THIS PROJECT.

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AN ED045241.
AU WILSON-ALFRED-P.
IN NEW MEXICO STATE UNIV. UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS. (QII59660).
TI EDUCATIONAL INNOVATIONS IN RURAL AMERICA.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
NT 70P.
YR 70.
MJ EDUCATIONAL-INNOVATION. FEDERAL-PROGRAMS. INSERVICE-EDUCATION.

RURAL-EDUCATION. STATE-PROGRAMS.
MN AGENCY-ROLE. ANNOTATED-BIBLIOGRAPHIES. EDUCATIONAL-OBJECTIVES. MODELS. TECHNOLOGY.
AB NUMEROUS INNOVATIVE EDUCATIONAL TECHNIQUES AND PROGRAMS FOR CHILDREN IN A RURAL SETTING ARE PRESENTED, ALONG WITH A SUGGESTED STRATEGY FOR CHANGE IN RURAL SCHOOLS. CHAPTER 1 DEFINES THE ROLE OF RURAL EDUCATION WITHIN THE PERSPECTIVE OF THE PRIME GOAL OF EDUCATION IN AMERICA: TO PROVIDE EQUAL OPPORTUNITIES FOR ALL TO SHARE IN AMERICA'S WEALTH. INNOVATIVE PROGRAMS SUCH AS THE WESTERN STATES SMALL SCHOOLS PROJECT, WHICH HAVE HAD MAJOR IMPACTS ON RURAL SCHOOLS, ARE DISCUSSED IN CHAPTER 2. SPECIFIC INNOVATIONS (TECHNOLOGICAL, STRATEGIC, AND MISCELLANEOUS) ARE DESCRIBED IN CHAPTER 3. THE FOURTH AND FINAL CHAPTER SUGGESTS A CONCEPTUAL MODEL WHICH CENTERS AROUND INDIVIDUALIZED INSERVICE TRAINING AS A MEANS TO CAUSE EDUCATIONAL CHANGE EFFECTIVELY WITHIN A RURAL SETTING. THE DOCUMENT CONTAINS A LIST OF REFERENCES AND A LIST OF SELECTED SOURCES.

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AN EJ154936.
AU MORGAN-RAYMOND-F. KAMSAR-PATTY.
TI INSERVICE PROGRAM IN READING FOR THE RURAL HIGH SCHOOL.
YR 77.
MJ READING-INSTRUCTION. CONTENT-READING. INSERVICE-PROGRAMS. RURAL-EDUCATION.
MN READING-IMPROVEMENT. SECONDARY-EDUCATION. REMEDIAL-READING. INSERVICE-TEACHER-EDUCATION.

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ED135506 95 RC009613
Preservice Programs for Educational Personnel Going Into Rural Schools.
Muse, Ivan D.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Mar 77 54p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-75-0025
Available from: National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-047, $4.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Characterized by limited financial resources, course offerings, vocational education programs, faculty, and administrators, rural schools have a student population that is generally poorer, less motivated, more culturally deprived, and more isolated than its urban counterpart. Consequently, the rural school teacher has an especially demanding job, which is considerably more complicated than that of the urban teacher. Results of a nationwide survey indicated that 75.4% of the teachers surveyed felt they were inadequately prepared to teach in rural schools. Some of the newer approaches to teacher training that seem particularly useful are: earlier teacher training experiences; micro-teaching; mediated learning aides; competency based teacher education; and teacher centers. Among 200 teacher training institutions in a nationwide survey, there were only 15 which had any rural education emphasis. However, the National Rural/Regional Education Association supports an active and growing group of university personnel interested in rural education, and there are rural education programs going on in Idaho, Utah, New York, and other places striving to meet rural needs via preservice and/or inservice course work. Rurally responsive training must encompass: specialized faculty; cooperative relationships among educational agencies; team governance and close interaction between teacher trainers, community, parents, etc.; and preservice and inservice training. (JC)
Descriptors: Community Involvement/ Elementary Secondary Education/ Higher Education/ *Inservice Education/ Interaction / Interagency Cooperation/ Performance Based Teacher Education / *Preservice Education/ *Rural Environment/ Rural Schools/ Rural Youth/ Special Education/ *Specialization/ *State of the Art Reviews/ *Teacher Education/ Team Administration

ED140573 EC101208
How Can Teacher In-Service Be Made Effective in a Rural State?
Christensen, Genelle; And Others
Apr 77 7p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)
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In a discussion of methods for providing inservice training in gifted education in a rural state, three model sites in Idaho are described. It is explained that the sites operate under the SAGE program (Statewide Assistance for Gifted Education). Program dimensions are said to include an itinerant model in which program facilitators travel from school to school, an outreach service, and cooperation from three state universities. (CL)
Descriptors: Delivery Systems/ Demonstration Projects/ Elementary Secondary Education/ *Gifted/ *Inservice Teacher Education/ *Models/ *Rural Areas
Identifiers: *Idaho

Section V: Rural School Students

Descriptors:

Rural Education	Student Motivation
Rural Schools	Learning Motivation
Rural School Systems	Motivation
Rural Youth	

Duplication of this section of the packet is available from:

Search #730-02(1B-105) Rural Students - Motivation

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AN ED168739.
AU PETERSEN-ANNE-C. AND OTHERS.
TI THE SELF-IMAGE OF RURAL ADOLESCENT GIRLS.
SN MICHAEL REESE HOSPITAL AND MEDICAL CENTER, CHICAGO, ILL. (BBB04092).
YR 78.
MJ ADOLESCENTS. COMMUNITY-SIZE. FEMALES. RURAL-URBAN-DIFFERENCES. RURAL-YOUTH. SELF-CONCEPT.
MN ATTITUDES. DEMOGRAPHY. ECONOMIC-DISADVANTAGEMENT. FAMILY-SOCIOLOGICAL-UNIT. MALES. REGIONAL-CHARACTERISTICS. RURAL-ENVIRONMENT. RURAL-FAMILY. SELF-CONCEPT-TESTS. SUBURBAN-YOUTH. URBAN-ENVIRONMENT. URBAN-YOUTH.
ID OFFER SELF IMAGE QUESTIONNAIRE.
AB THE 1978 STUDY, WHICH WAS THE FIRST TO USE THE OFFER SELF-IMAGE QUESTIONNAIRE (OSIQ) WITH RURAL YOUTH, COMPARED THE SELF-IMAGE OF RURAL AND URBAN ADOLESCENT GIRLS AND SUSTAINED THE HYPOTHESIS THAT ADOLESCENTS IN LARGER COMMUNITIES THINK MORE HIGHLY OF THEMSELVES THAN ADOLESCENTS IN RURAL COMMUNITIES. MOST PREVIOUS STUDIES, AMBIGUOUS WITH REGARD TO THE EFFECT OF RACE AND SOCIO-ECONOMIC STATUS ON SELF-IMAGE, FOUND AGE AND SEX TO BE SIGNIFICANT FACTORS. THE OSIQ WAS ADMINISTERED TO 127 RANDOMLY SELECTED HIGH SCHOOL SENIORS OF BOTH SEXES IN A WHITE, MIDDLE CLASS, MIDWESTERN RURAL COMMUNITY IN AN ECONOMICALLY DEPRESSED AREA. THE 3-WAY ANALYSIS OF RESULTS REVEALED THAT ADOLESCENT GIRLS HAD A SIGNIFICANTLY POORER SELF-IMAGE THAN BOYS; YOUNGER GIRLS HAD A POORER SELF-IMAGE THAN OLDER GIRLS; ADOLESCENT RURAL GIRLS OF ALL AGES HAD A POORER SELF-IMAGE THAN THEIR URBAN AND SUBURBAN COUNTERPARTS; AND RURAL ADOLESCENTS IN GENERAL THOUGHT MORE POORLY OF THEMSELVES THAN URBAN ADOLESCENTS. THE STRIKING GENERALITY OF THE RESULTS ACROSS SCALES IS POSSIBLY EXPLAINED BY SOCIO-ECONOMIC ENVIRONMENT AND FAMILY ROLE. RURAL FAMILY ATMOSPHERE, OFTEN DEVOID OF HOPE, ACCOMPLISHMENT, AND PRIDE, COULD EASILY CAUSE LOW SELF-ESTEEM. THE FINDINGS APPARENTLY IMPLY SIMILARITIES BETWEEN RURAL AND INNER CITY YOUTH.

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AN ED154960.
AU PETERSEN-ANNE-C. AND OTHERS.
TI SELF-IMAGE AND ITS CORRELATES AMONG RURAL HIGH SCHOOL YOUTH.
YR 78.
MJ HIGH-SCHOOL-STUDENTS. RURAL-YOUTH. SELF-CONCEPT. SELF-ESTEEM. STUDENT-ATTITUDES.
MN AGE. ASPIRATION. BODY-IMAGE. FAMILY-BACKGROUND. INDIVIDUAL-CHARACTERISTICS. PERSONAL-ADJUSTMENT. PSYCHOLOGICAL-CHARACTERISTICS. SCHOOL-SIZE. SELF-CONCEPT-TESTS. SELF-CONGRUENCE. SEX-DIFFERENCES.
ID UNITED STATES (MIDWEST).
AB USING THE OFFER SELF-IMAGE QUESTIONNAIRE (OSIQ), THE STUDY EXAMINED THE SELF-IMAGE OF RURAL HIGH SCHOOL YOUTH. THE PRIMARY SUBJECTS WERE 127 RANDOMLY SELECTED STUDENTS FROM A RURAL COMMUNITY HIGH SCHOOL. THE COMMUNITY WAS PREDOMINANTLY WHITE AND MIDDLE-CLASS. A SECOND RURAL SAMPLE CONSISTED OF 42 STUDENTS SELECTED FROM 3 TINY COUNTRY SCHOOLS FROM ANOTHER MIDWESTERN STATE. A SELF-DESCRIPTIVE PERSONALITY TEST OF ADJUSTMENT, THE OSIQ MEASURED ADJUSTMENT IN 11 AREAS REPRESENTING IMPORTANT ASPECTS OF THE TEENAGER'S PSYCHOLOGICAL WORLD: IMPULSE CONTROL, EMOTIONAL TONE, BODY- AND SELF-IMAGE, SOCIAL

RELATIONS, MORALS, SEX ATTITUDES, FAMILY RELATIONS, EXTERNAL MASTERY, VOCATIONAL AND EDUCATIONAL GOALS, PSYCHOPATHOLOGY, AND SUPERIOR ADJUSTMENT. EACH ITEM CONSISTED OF A STATEMENT WITH 6-OPTION LIKERT-TYPE RESPONSE SCALE. ALSO STUDIED WERE SCHOOL SIZE, PARENTAL EDUCATION AND OCCUPATION, SIBLING AGE AND SEX, AND ADOLESCENTS' SEX, AGE, OCCUPATIONAL AND EDUCATIONAL ASPIRATIONS, RELIGIOSITY, AND ATTITUDES TOWARD WOMEN. FINDINGS INCLUDED: YOUTH FROM THE LARGE CONSOLIDATED SCHOOL SHOWED LOWER SELF-IMAGES THAN YOUTH ATTENDING THE SMALL COUNTRY SCHOOLS; YOUNGER YOUTH FREQUENTLY SHOWED LOWER SELF-IMAGE ON BODY- AND SELF-IMAGE, VOCATIONAL AND EDUCATIONAL GOALS, AND SEX ATTITUDES; GIRLS FELT BETTER ABOUT THEMSELVES THAN DID BOYS ON ITEMS MEASURING MORALS, WHILE THE REVERSE SEX EFFECT HELD FOR EMOTIONAL TONE, BODY- AND SELF-IMAGE, AND PSYCHOPATHOLOGY.

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AN ED151111.
AU KUVLESKY-WILLIAM-P.
TI RURAL YOUTH IN THE USA: PROFILE OF AN IGNORED MINORITY.
SN DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C. (FGK21416).
YR 77.
MJ CHANGE-STRATEGIES. EDUCATIONAL-NEEDS. FINANCIAL-SUPPORT. RURAL-EDUCATION. RURAL-YOUTH. SYNTHESIS.
MN ACADEMIC-ACHIEVEMENT. CAREER-PLANNING. COMPARATIVE-ANALYSIS. CURRICULUM-DEVELOPMENT. FEDERAL-GOVERNMENT. INTERAGENCY-COOPERATION. LITERATURE-REVIEWS. OCCUPATIONAL-ASPIRATION. ORGANIZATIONS-GROUPS. PARENT-PARTICIPATION. RURAL-URBAN-DIFFERENCES. STATE-GOVERNMENT.
AB EMPHASIZING THE FACT THAT RURAL YOUTH IN THE U.S. ARE HETEROGENEOUS IN THEIR VALUES, BACKGROUNDS, CULTURAL HERITAGES, AND ASPIRATIONS, THIS PAPER CITES LITERATURE AND STUDIES WHICH INDICATE THAT WITHIN THE LAST 10 YEARS RURAL YOUTH HAVE BECOME MORE ALIKE THAN DIFFERENT FROM THEIR URBAN COUNTERPARTS IN VALUES, ATTITUDES, LIFE GOALS, AND MOBILITY EXPECTATIONS EVEN THOUGH THEIR CAPABILITIES ARE UNQUESTIONABLY POORER THAN THOSE OF URBAN YOUTH. SUMMARIZING CONCLUSIONS DERIVED FROM RECENT STUDIES WHICH INDICATE THIS PHENOMENON IS THE RESULT OF ENVIRONMENTAL DISADVANTAGES (COMPARATIVELY POORER SCHOOLS, CULTURAL ACTIVITIES, MEDICAL SERVICES, HOUSING, SOCIAL SERVICES, ETC.), THIS PAPER PRESENTS A PRIORITIZED LIST OF CHANGES NEEDED TO IMPROVE LIFE CHANCES AND HUMAN RESOURCE DEVELOPMENT AMONG RURAL YOUTH. THAT LIST INCLUDES THE FOLLOWING: DEVELOPMENT OF A HIGH PRIORITY NATIONAL POLICY AIMED AT IMPROVING EDUCATION, TRAINING, AND COUNSELING SERVICES FOR RURAL YOUTH; INITIATION OF MASSIVE FEDERAL AND STATE INVESTMENTS IN EDUCATION IN DEPRIVED RURAL AREAS FOR EQUALIZATION PURPOSES; DEVELOPMENT OF MORE ADEQUATE, COOPERATIVE, WORKING LINKAGES BETWEEN LEVELS OF GOVERNMENT, EDUCATIONAL INSTITUTIONS, AND SPECIAL PROFESSIONAL GROUPINGS; RE-EVALUATION/MODIFICATION OF THE OBJECTIVES, PROGRAMS, AND PRACTICES OF ADULT-LED YOUTH ORGANIZATIONS SERVING RURAL AREAS, E.G. 4-H; INSTIGATION OF CHANGES IN LOCAL EDUCATIONAL STRUCTURES WHICH IMPEDE DEVELOPMENT OF RURAL YOUTH, E.G. NARROW VOCATIONAL CURRICULA; AND THE INVOLVEMENT OF PARENTS WITH YOUTH IN CAREER AND EDUCATIONAL DEVELOPMENT.

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AN ED149927.
AU EDEBURN-CARL-E. LUCHSINGER-ROBERT-D.
TI MINI-COURSES AND STUDENT ATTITUDE IN THE SMALL RURAL HIGH SCHOOL.

YR 76.
MJ HIGH-SCHOOL-STUDENTS. RURAL-SCHOOLS. SHORT-COURSES. SMALL-SCHOOLS. STUDENT-ATTITUDES.
MN EDUCATIONAL-INNOVATION. PROGRAM-EFFECTIVENESS. SEX-DIFFERENCES. STUDENT-REACTION.
AB EXAMINED WAS THE EFFECT OF THE ESTABLISHMENT OF MINI-COURSES ON STUDENT ATTITUDES IN A SMALL RURAL HIGH SCHOOL SETTING. ALL STUDENTS IN GRADES 9-12 WERE GIVEN THE SCHOOL SENTIMENT INDEX (SSI) AND THE SUBJECT AREA PREFERENCE (SAP) IN THE EARLY FALL AND NEAR THE END OF THE SCHOOL YEAR. COMPLETED BY 205 STUDENTS (118 BOYS AND 87 GIRLS), THE SSI MEASURED STUDENT ATTITUDES TOWARD 7 DIMENSIONS OF SCHOOL AND SCHOOL LIFE--TEACHERS' MODE OF INSTRUCTION, AUTHORITY AND CONTROL, AND INTERPERSONAL RELATIONSHIPS; LEARNING; SCHOOL SOCIAL STRUCTURE; PEERS; AND SCHOOL IN GENERAL. COMPLETED BY 220 STUDENTS (117 BOYS AND 103 GIRLS), THE SAP ELICITED STUDENT ATTITUDES TOWARD ENGLISH, MATHEMATICS, SOCIAL STUDIES, FOREIGN LANGUAGE, FINE ARTS-MUSIC, VOCATIONAL EDUCATION, SCIENCE, AND PHYSICAL EDUCATION. THE STATISTICAL PROCEDURE USED WAS THE T-TEST FOR CORRELATED MEANS. SINCE THE PROGRAM OBJECTIVES PREDICTED GROWTH IN THE MAJOR CONSTRUCT DIMENSION, THE ONE-TAILED TEST WAS EMPLOYED. DIFFERENCES IN TOTAL GROUP MEANS FOR EACH OF THE SCALES AND SUB-SCALES WERE ANALYZED FOR SIGNIFICANCE. BOYS' AND GIRLS' SCORES WERE ALSO EXAMINED TO DETERMINE ATTITUDINAL GROWTH BY SEX. FINDINGS INCLUDED: THERE WAS POSITIVE ATTITUDE GROWTH IN REGARD TO TEACHING METHODS, ENGLISH, PHYSICAL EDUCATION, AND VOCATIONAL EDUCATION; BOYS' ATTITUDES INCREASED SIGNIFICANTLY IN ENGLISH, PHYSICAL EDUCATION, AND FINE ARTS-MUSIC; BOYS SCORED HIGHER IN PHYSICAL EDUCATION AND VOCATIONAL EDUCATION AND GIRLS IN ENGLISH.

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AN ED148510.
AU ABT-WENDY-PETER. AND OTHERS.
TI ONE YEAR OUT: REPORTS OF RURAL HIGH SCHOOL GRADUATES.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
YR 77.
MJ GRADUATE-SURVEYS. HIGH-SCHOOL-GRADUATES. RURAL-URBAN-DIFFERENCES. RURAL-YOUTH. STUDENT-ATTITUDES.
MN ASPIRATION. COMMUNITY-CHARACTERISTICS. COMPARATIVE-ANALYSIS. EMPLOYMENT. MIGRATION-PATTERNS. NATIONAL-SURVEYS. POST-SECONDARY-EDUCATION. PREDICTOR-VARIABLES. SELF-EVALUATION. TABLES-DATA. VALUES.
ID EXPERIMENTAL SCHOOLS PROGRAM; PROJECT RURAL.
AB DRAWING FROM REPORTS OF RURAL GRADUATES' INSIGHTS, THE STUDY EXAMINED WHETHER GRADUATES OF SMALL SCHOOL DISTRICTS SERVING RURAL AREAS SYSTEMATICALLY DIFFER FROM GRADUATES OF MORE METROPOLITAN SCHOOL DISTRICTS. PRIMARY DATA WERE COLLECTED DURING A FOUR-YEAR LONGITUDINAL STUDY OF STUDENTS ATTENDING SMALL SCHOOLS SERVING RURAL AREAS (PROJECT RURAL). SURVEY QUESTIONNAIRES WERE MAILED TO 1,028 HIGH SCHOOL GRADUATES IN 9 RURAL SCHOOL DISTRICTS ONE YEAR AFTER THEY GRADUATED. ONLY 289 OF THE 1974 GRADUATES RESPONDED. SELECTED DATA FROM A NATIONAL PROBABILITY SAMPLE OF 16,000 CASES WAS USED TO ASSESS THE REPRESENTATIVENESS OF THE SMALLER SAMPLE, AND TO COMPARE THE DIFFERENCES IN ATTITUDES BETWEEN URBAN, SUBURBAN, SMALL TOWN, AND RURAL SENIOR HIGH SCHOOL STUDENTS. INFORMATION FROM A QUESTIONNAIRE ON THE ACTIVITIES, IDEAS, AND FEELINGS OF THE STUDENTS DURING THEIR SENIOR YEAR WAS ANALYZED TO DETERMINE WHICH OF THE ITEMS MOST CLEARLY PREDICTED WHAT THE PUPILS WOULD BE DOING A YEAR AFTER GRADUATION.

AMONG THE MAJOR CONCLUSIONS WERE: FEW RURAL GRADUATES ONE YEAR AFTER GRADUATION WERE LEAVING THEIR HOME COMMUNITIES TO SEEK JOBS ELSEWHERE; GRADUATES USUALLY LEFT TO CONTINUE THEIR EDUCATION; PATTERNS OF POSTGRADUATE ACTIVITIES WERE VERY DIFFERENT ACROSS SCHOOL DISTRICTS AND NOT EASILY EXPLAINED BY COMMUNITY DEMOGRAPHIC DIFFERENCES; WHEN DISTRICT VARIATIONS WERE AVERAGED OUT, RURAL, SMALL TOWN, SUBURBAN AND URBAN GRADUATES WERE "SURPRISINGLY SIMILAR" IN TERMS OF VALUES, ATTITUDES AND IN THEIR EVALUATIONS OF THE SCHOOLS.

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AN ED144729.
AU LASSEY-MARIE. AND OTHERS.
TI DRINKING AMONG RURAL YOUTH WITH IMPLICATIONS FOR RURAL INSTITUTIONAL DEVELOPMENT.
YR 77.
MJ BEHAVIOR-PATTERNS. DRINKING. PARENT-CHILD-RELATIONSHIP. PEER-RELATIONSHIP. RURAL-YOUTH. STUDENT-ATTITUDES.
MN ALCOHOLISM. COMMUNICATION-THOUGHT-TRANSFER. COMMUNITY-INFLUENCE. FAMILY-INFLUENCE. FRIENDSHIP. GRADE-8. GRADE-12. LITERATURE-REVIEWS. MASS-MEDIA. PARENT-INFLUENCE. SECONDARY-SCHOOL-STUDENTS. SOCIAL-BEHAVIOR.
ID IDAHO.
AB DURING A 3-MONTH PERIOD ENDING IN JANUARY 1977, QUESTIONNAIRES WERE GIVEN TO 889 EIGHTH AND TWELFTH GRADE STUDENTS TO DETERMINE THE EXTENT OF DRINKING AMONG RURAL TEENAGERS IN IDAHO, AND THE SOCIOLOGICAL AND PSYCHOLOGICAL FACTORS AFFECTING THEIR DRINKING HABITS. AT LEAST 16% OF 8TH GRADERS AND 34% OF 12TH GRADERS DRINK FREQUENTLY. A MUCH HIGHER PROPORTION OF EACH AGE LEVEL DRINK OCCASIONALLY. BOTH GROUPS TEND TO HAVE THEIR FIRST DRINK AT HOME; HOME IS ALSO THE MOST FREQUENT DRINKING PLACE FOR 8TH GRADERS, AND THE CAR IS THE MOST COMMON DRINKING PLACE FOR 12TH GRADERS. BOTH GROUPS OBTAIN ALCOHOLIC BEVERAGES PRIMARILY FROM THEIR FRIENDS. DRINKING BEHAVIOR OF PARENTS, CLOSENESS OF RELATIONSHIP WITH PARENTS, AND COMMUNICATION WITH PARENTS ARE STRONGLY RELATED TO DRINKING PATTERNS OF BOTH GROUPS. AN EVEN STRONGER RELATIONSHIP, PARTICULARLY FOR 12TH GRADERS, EXISTS BETWEEN DRINKING AND FRIENDSHIP PATTERNS. PARENTS ARE MOST INFLUENTIAL IN DETERMINING WHETHER DRINKING OCCURS FOR NON-DRINKERS IN BOTH GRADES. FRIENDS ARE MORE INFLUENTIAL FOR FREQUENT DRINKERS IN BOTH GRADES. PROBLEM DRINKING IS MORE LIKELY TO OCCUR AMONG FAMILIES WITHOUT CLOSE TIES AND WHEN PROBLEM ORIENTED COMMUNICATION BETWEEN PARENTS AND CHILD IS MINIMAL. NON-DRINKERS IN BOTH GRADES FEEL THAT PARENTS ARE THE BEST SOURCE OF INFORMATION ABOUT ALCOHOL. THE SAME IS TRUE FOR 8TH GRADERS WHO DRINK. HOWEVER, THE 12TH GRADE DRINKERS FEEL THE MASS MEDIA ARE THE MOST CREDIBLE. THEREFORE, ANY PROGRAM TO DISCOURAGE ALCOHOL ABUSE MUST CONSIDER THESE FACTORS.

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AN ED139551.
AU BOLTON-WILLIAM-DAN.
TI JUVENILE DELINQUENCY IN RURAL AREAS. AN EXPLORATORY STUDY IN EAST TENNESSEE.
YR 76.
MJ COST-EFFECTIVENESS. DELINQUENCY. NATIONAL-NORMS. RURAL-URBAN-DIFFERENCES. RURAL-YOUTH. SOCIAL-SERVICES.
MN COMPARATIVE-ANALYSIS. COUNSELING. DECISION-MAKING. FOSTER-HOMES. LOCAL-GOVERNMENT. MASTERS-THESES. PROBATIONARY-PERIOD.

RECREATIONAL-FACILITIES. REGIONAL-PLANNING. REHABILITATION. RURAL-AREAS. SURVEYS. VOLUNTARY-AGENCIES.
ID TENNESSEE (EAST); UNITED STATES.
AB EXAMINING DELINQUENCY PROBLEMS/SERVICES IN RURAL TENNESSEE, EXISTING SECONDARY DATA ON RURAL-URBAN DELINQUENCY PATTERNS IN THE U.S. AND TENNESSEE WERE COMPILED; OFFICIALS AND PROFESSIONALS (N=51) WORKING WITH JUVENILES IN EAST TENNESSEE WERE SURVEYED; AND A PRELIMINARY ESTIMATION OF COSTS ASSOCIATED WITH POSSIBILITIES FOR IMPROVING JUVENILE SERVICES IN RURAL COUNTIES WAS MADE USING A SIMULATED BUDGET APPROACH FOR GROUP HOMES, PROBATION SERVICES, VOLUNTEER PROGRAMS, AND COUNSELING. ANALYSIS OF AVAILABLE DATA REVEALED: A 38% INCREASE IN SERIOUS CRIMES IN THE U.S. BETWEEN 1969-74, WITH TENNESSEE'S RATE BEING FAR ABOVE THE NATIONAL AVERAGE; JUVENILE INVOLVEMENT IN CRIME ACCOUNTED FOR NEARLY 50% OF ALL SERIOUS CRIMES IN THE U.S. IN 1974 (TENNESSEE URBAN COUNTIES HAD A 1974 JUVENILE DELINQUENCY RATE OF 32.1 PER 1,000 AS COMPARED WITH A RURAL RATE OF 12.1); MAJOR AREAS IDENTIFIED AS NEEDING MORE TIME AND MONEY WERE PROFESSIONAL COUNSELING, PROBATION SERVICES, RECREATION FACILITIES, AND DETENTION; OF THE 9 PREVENTIVE AND REHABILITATIONAL PROGRAMS DISCUSSED IN THE SURVEY, SPECIAL CLASSES, RECREATION FACILITIES, PROBATION AND PAROLE SERVICES, FOSTER HOMES, AND VOLUNTEER PROGRAMS WERE CITED AS THOSE WHICH COULD BE ORGANIZED AT THE COUNTY LEVEL; THE BUDGET ANALYSIS SUGGESTED THE FEASIBILITY OF POOLING OR CONTRACTUAL ARRANGEMENTS AND THE IMPORTANCE OF NONCOST CONSIDERATIONS IN THE DECISION MAKING PROCESS.

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AN ED134354.
AU PHILLIPS-G-HOWARD. BARTLETT-KAYE-F.
TI VANDALS AND VANDALISM IN RURAL OHIO. RESEARCH CIRCULAR 222.
YR 76.
MJ ENVIRONMENTAL-INFLUENCES. FAMILY-CHARACTERISTICS. RURAL-YOUTH. STUDENT-ATTITUDES. STUDENT-PARTICIPATION. VANDALISM.
MN AGE-DIFFERENCES. CORRELATION. DRUG-ABUSE. GRADE-10. GROUP-BEHAVIOR. HEADS-OF-HOUSEHOLDS. MARITAL-STATUS. RELIGIOUS-DIFFERENCES. RURAL-SCHOOLS. SEX-DIFFERENCES. TIME-PERSPECTIVE. TRANSPORTATION.
ID OHIO.
AB A SELF-REPORTING QUESTIONNAIRE (57 ITEMS) WAS ADMINISTERED TO ALL HIGH SCHOOL SOPHOMORES (599 COMPLETIONS) IN 3 RURAL OHIO HIGH SCHOOLS FOR PURPOSES OF IDENTIFYING CORRELATIONS BETWEEN SELECTED SOCIAL FACTORS AND ACTS OF VANDALISM. THE VARIABLES EXAMINED AND THE STUDENT RESPONSES INDICATED: 52% HAD COMMITTED 1 OR MORE ACTS OF VANDALISM; 37% WERE FEMALE AND 68% WERE MALE; GIVEN THE DEGREE OF THEIR OTHER CRIME INVOLVEMENT, FEMALES WERE MORE INVOLVED IN VANDALISM THAN WAS EXPECTED; NO CORRELATION BETWEEN RELIGIOUS AFFILIATION AND VANDALISM; NO CORRELATION BETWEEN LENGTH OF RESIDENCE IN THE COMMUNITY AND VANDALISM; POSITIVE CORRELATION BETWEEN THE MARITAL STATUS OF THE STUDENT'S HOUSEHOLD HEAD AND VANDALISM (MORE ACTS OF VANDALISM WERE REPORTED BY STUDENTS FROM BROKEN HOMES); 10% LIVED IN A ONE PARENT HOUSEHOLD; 11% OF THE HEADS OF HOUSEHOLDS WERE FEMALE; POSITIVE CORRELATION BETWEEN FEMALE HOUSEHOLD HEADS AND OLDER HOUSEHOLD HEADS (50 YEARS AND OVER) AND ACTS OF VANDALISM; VANDALISM WAS A GROUP PHENOMENON (93% ACTED IN GROUPS); 39% REPORTED ALCOHOL CONSUMPTION AND 11% MARIJUANA USE AT THE TIME OF VANDALISM; 47% USED MOTOR VEHICLES AND 36% WALKED; AUTUMN WAS THE PEAK SEASON (31%) AND OCTOBER AND MARCH THE PEAK MONTHS FOR VANDALISM; 59% COMMITTED THE

VANDALISM ACT DURING THE WEEKEND AND 36% DURING THE AFTERNOON; 6 OUT OF EVERY 10 ACTS WERE DONE FOR THE "FUN OF IT" AND 12% TO "GET EVEN"; 71% DID NOT VIEW THEIR ACTS OF VANDALISM AS CRIMINAL.

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AN ED128155.
AU KUVLESKY-WILLIAM-P.
TI RURAL YOUTH IN THE USA: STATUS, NEEDS, AND SUGGESTIONS FOR DEVELOPMENT.
YR 76.
MJ NEEDS-ASSESSMENT. RACIAL-DIFFERENCES. RURAL-URBAN-DIFFERENCES. RURAL-YOUTH. SOCIAL-CHANGE.
MN AMERICAN-INDIANS. ASPIRATION. CAUCASIANS. CULTURAL-DIFFERENCES. MEXICAN-AMERICANS. MINORITY-GROUPS. NEGROES. OCCUPATIONAL-ASPIRATION. POLICY-FORMATION. POPULATION-DISTRIBUTION. SYNTHESIS. TABLES-DATA. VALUES.
ID UNITED STATES; WORLD CONGRESS OF RURAL SOCIOLOGY (4TH).
AB STUDIES ON U.S. RURAL YOUTH INDICATE CURRENT REGIONAL AND ETHNIC DIVERSITY; LIMITED RURAL-URBAN DIFFERENCES; AND SOME LIMITED SOCIAL CHANGE IN TERMS OF VALUES, NEEDS, AND ASPIRATIONS. THE SIZE OF THE RURAL YOUTH POPULATION IS CONSIDERABLE (25,013,948 OUT OF A TOTAL YOUTH POPULATION OF 93,313,518 IN 1970). THE MAJORITY OF RURAL YOUTH ARE WHITE (85%) AND CONCENTRATED IN THE SOUTHERN STATES; BLACKS CONSTITUTE THE SECOND LARGEST PROPORTION, BUT RURAL AMERICAN INDIAN YOUTH CONSTITUTE ONE-THIRD OF THE TOTAL INDIAN POPULATION. SIGNIFICANT CULTURAL AND SOCIAL VARIATIONS HAVE BEEN OBSERVED IN STUDIES REFLECTING OCCUPATIONAL ASPIRATION DIFFERENTIALS AMONG RURAL YOUTH OF ETHNIC GROUPS LIVING IN COMPARABLE AREAS. PRIOR TO 1950, RURAL YOUTH DIFFERED QUALITATIVELY FROM URBAN YOUTH IN THEIR OCCUPATIONAL ASPIRATIONS AND WERE NOT GENERALLY COLLEGE ORIENTED. BY THE LATE SIXTIES, RURAL YOUTH HAD ADOPTED THE SUCCESS ETHIC OF THE MIDDLE CLASS, AND CURRENT AVAILABLE EVIDENCE INDICATES U.S. RURAL AND URBAN YOUTH DO NOT DIFFER SIGNIFICANTLY IN THEIR BASIC VALUES AND ASPIRATIONS, THOUGH SOME SCATTERED RESEARCH INDICATES RURAL YOUTH MAY DIFFER GENERALLY IN SOCIAL BEHAVIOR PATTERNS, COGNITIVE SKILL DEVELOPMENT, AND NORMATIVE ROLES. LONGITUDINAL STUDIES INDICATE A SHIFT IN THE VALUES OF RURAL YOUTH (LOWERED OCCUPATIONAL/EDUCATIONAL ASPIRATIONS, EARLIER MARRIAGE AND SMALLER FAMILIES, AND DECREASED URBAN MIGRATION). THE DEVELOPMENT OF RURAL YOUTH SHOULD CENTER UPON POLICY AIMED AT EDUCATIONAL EQUALIZATION.

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AN ED102338.
AU SMITH-GENEVIEVE-D.
TI INTEREST INVENTORY OF 160 RURAL STUDENTS IN GRADES 1 THROUGH 8.
SN BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C. (BBB00077).
YR 74.
MJ ELEMENTARY-SCHOOL-STUDENTS. JUNIOR-HIGH-SCHOOL-STUDENTS. RURAL-YOUTH. STUDENT-INTERESTS. VOCATIONAL-INTERESTS.
MN CAREER-AWARENESS. CAREER-EDUCATION. COMMUNICATION-SKILLS. FEMALES. MALES. OCCUPATIONAL-ASPIRATION. OCCUPATIONAL-CHOICE. OCCUPATIONAL-CLUSTERS. QUESTIONNAIRES. RURAL-DROPOUTS. WORK-ATTITUDES.
ID ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; SCHOOL PROGRAM ADVANCING CAREER EDUCATION; TENNESSEE.
AB AS PART OF THE FEDERALLY SPONSORED SCHOOL PROGRAM ADVANCING CAREER

EDUCATION (SPACE) IN THE SCHOOLS OF GREENEVILLE AND GREENE COUNTY, TENNESSEE, A STUDENT INTEREST INVENTORY WAS CONDUCTED TO AID IN ASSESSING A 45 PERCENT DROPOUT RATE IN THE COUNTY. A 25-STATEMENT QUESTIONNAIRE (CONCERNING OCCUPATIONAL/CAREER INTERESTS, COMMUNICATION SKILLS, AND WORK ATTITUDES) WAS ADMINISTERED TO 320 STUDENTS IN ONE RURAL ELEMENTARY SCHOOL, GRADES 1-8. A RANDOM SAMPLING, EQUALLY REPRESENTING ALL GRADE LEVELS AND BOTH SEXES, OF 160 CHILDREN WAS USED. SOME INTERPRETATIONS OF THE INTEREST INVENTORY RESPONSES WERE THAT GIRLS AND BOYS IN GRADES 1-8 ENJOY BUILDING THINGS, WORKING WITH THEIR HANDS, ENGAGING IN ACTIVITIES INVOLVING OTHER PEOPLE, LISTENING TO MUSIC, AND DRAWING. A MAJORITY OF THE GIRLS AND BOYS HAD CAREER ASPIRATIONS, DESIRED TO ATTEND COLLEGE, VISUALIZED THEMSELVES IN A VARIETY OF CAREERS, AND HAD POSITIVE WORK ATTITUDES. THE GIRLS IN THE STUDY VISUALIZED THEMSELVES AS CAPABLE OF ENTERING PREVIOUSLY DESIGNATED MALE-ORIENTED CAREERS. GIRLS ALSO SHOWED MORE ENTHUSIASM ABOUT READING AND WRITING, A MORE POSITIVE ATTITUDE TOWARD ARITHMETIC, AND A GREATER LIKING FOR SCHOOL THAN THEIR MALE PEERS. THE AUTHOR OFFERS RECOMMENDATIONS BASED ON THE STUDY THAT PERTAIN TO CURRICULUM, CAREER INFORMATION, CAREER EXPLORATION, AND TEACHING ACTIVITIES.

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AN ED088635.
AU MATTHIAS-RUTH.
TI COUNSELING THE RURAL DISADVANTAGED STUDENT.
YR 72.
MJ ASPIRATION. ECONOMIC-DISADVANTAGEMENT. EDUCATIONAL-COUNSELING. RURAL-YOUTH. STUDENT-PROBLEMS.
MN COUNSELOR-CHARACTERISTICS. COUNSELOR-ROLE. DISADVANTAGED-ENVIRONMENT. EDUCATIONAL-ATTITUDES. EDUCATIONAL-BACKGROUND. RURAL-EDUCATION. YOUTH-PROBLEMS.
AB THE PAPER DISCUSSES THE ASPIRATION PROBLEMS THAT RURAL STUDENTS CONFRONT EACH DAY. BY EXPLORING THEIR BACKGROUND AND FAMILY LIFE STYLES, IT IS HOPED THAT SOME SORT OF UNDERSTANDING OF THEIR ASPIRATION PROBLEMS COULD AID THE SCHOOL COUNSELORS. THE PAPER IS DIVIDED INTO 4 MAIN DISCUSSIONS: (1) CHARACTERISTICS OF RURAL LIFE, (2) PROBLEMS OF RURAL STUDENTS, (3) COUNSELING RURAL STUDENTS, AND (4) SPECIAL PROBLEMS OF COUNSELING IN RURAL SCHOOLS. THE PAPER POINTS OUT THAT RURAL YOUTHS DO HAVE SPECIAL NEEDS AND PROBLEMS--E. G. GRADUATES FROM SMALL SCHOOLS EXPERIENCE LESS SUCCESS IN COLLEGE THAN DO GRADUATES FROM LARGER SCHOOLS. A REVIEW OF THE LITERATURE IN THIS AREA REVEALS 3 SPECIAL INTEREST AREAS: (1) SPECIAL TOOLS AND SKILLS THAT WILL HELP THESE STUDENTS, (2) NUMEROUS HELPFUL AGENCIES, AND (3) THE ABILITY TO APPROACH EACH INDIVIDUAL AS ONE HUMAN BEING TO ANOTHER. A LIST OF 24 SPECIAL PROBLEMS ARE ALSO PRESENTED, SUCH AS (1) PARENTS DO NOT REALIZE THE IMPORTANCE OF POST HIGH SCHOOL EDUCATION OR TRAINING; (2) RURAL AREAS ARE LESS LIKELY TO HAVE MANPOWER PROGRAMS OF VOCATIONAL TRAINING AVAILABLE; AND (3) THERE IS LESS OPPORTUNITY TO PARTICIPATE IN JOB-PLACEMENT PROGRAMS. NOT ALL IS GRIM IN RURAL SCHOOL COUNSELING, THOUGH. THERE IS GREATER FLEXIBILITY AND CLOSENESS TO STUDENTS AND THE COMMUNITY ENVIRONMENT.

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AN ED047861.
AU LESYK-CAROLEE-K. AND OTHERS.
TI STUDENT ATTITUDES TOWARD GROUPING AND THEIR EFFECTS ON SELF-CONCEPT AND SCHOOL SATISFACTION.

YR 71.
MJ ABILITY-GROUPING. RURAL-YOUTH. SELF-CONCEPT. STUDENT-ATTITUDES. STUDENT-SCHOOL-RELATIONSHIP.
MN ACADEMIC-ACHIEVEMENT. GRADE-6. JUNIOR-HIGH-SCHOOL-STUDENTS. SEX-DIFFERENCES.
AB APPROXIMATELY 600 STUDENTS (GRADES 6-9) IN A RURAL SCHOOL SYSTEM WERE EVALUATED FOR STUDENT ATTITUDES ABOUT GROUPING AND ITS RELATION TO SELF-CONCEPT, SCHOOL SATISFACTION, SEX, GRADE, AND ABILITY. THE 7TH AND 8TH GRADERS WERE GROUPED BY ABILITY. THE OTHER 2 GRADES WERE INCLUDED FOR PURPOSES OF COMPARISON: 6TH FOR ANTICIPATORY REACTIONS AND 9TH FOR POSSIBLE EFFECTS OF GROUPING EXPERIENCES. ATTITUDES TOWARD GROUPING WERE OBTAINED ON A 25-ITEM QUESTIONNAIRE. SELF-CONCEPT WAS DETERMINED BY A SCALE OF BIPOLAR ADJECTIVES IN SEMANTIC DIFFERENTIAL FORMAT. THE STUDENT OPINION POLL WAS USED TO DETERMINE ATTITUDES TOWARD SCHOOL. GRADES AND STANDARDIZED ACHIEVEMENT SCORES WERE OBTAINED FROM STUDENT RECORDS. DATA WERE ANALYZED USING CORRELATION AND CHI-SQUARE TECHNIQUES. IN GENERAL, POSITIVE ATTITUDES TOWARD ABILITY GROUPING WERE EXPRESSED. SOME ATTITUDINAL DIFFERENCES WERE FOUND AMONG STUDENTS IN DIFFERENT LEVELS OF GROUPING PLACEMENT, WITH THOSE IN THE HIGHEST AND LOWEST GROUPS BEING MORE FAVORABLE. STUDENTS PERCEIVED THEIR GROUPING PLACEMENT WITH CONSIDERABLE ACCURACY. NO SYSTEMATIC ATTITUDINAL DIFFERENCES EXISTED BETWEEN SEXES, BUT THERE WERE DIFFERENCES BETWEEN CLASSES. STUDENTS WHO HAD EXPERIENCED HOMOGENEOUS GROUPING WERE MORE FAVORABLE TOWARD IT THAN THOSE WHO HAD NOT. NO SIGNIFICANT RELATIONSHIPS EXISTED BETWEEN COURSE GRADES AND ATTITUDES TOWARD GROUPING, BUT SIGNIFICANT RELATIONSHIPS EXISTED BETWEEN ACHIEVEMENT SCORES AND ATTITUDES TOWARD GROUPING, WITH HIGHER ACHIEVERS BEING MORE FAVORABLE TOWARD GROUPING. LITTLE RELATIONSHIP EXISTED BETWEEN ATTITUDE ITEMS AND SELF-CONCEPT OR SCHOOL SATISFACTION.

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AN ED044517.
TI A PREVOCATIONAL LABORATORY CENTERED CURRICULUM FOR RURAL DISADVANTAGED YOUTH. FINAL REPORT.
SN ILLINOIS RESEARCH AND DEVELOPMENT COORDINATING UNIT, SPRINGFIELD. (JI934640).
YR 70.
MJ ACADEMICALLY-HANDICAPPED. ACADEMIC-FAILURE. PREVOCATIONAL-EDUCATION. RURAL-YOUTH. STUDENT-ATTITUDES.
MN ACADEMIC-ACHIEVEMENT. ACTIVITY-LEARNING. BIBLIOGRAPHIC-CITATIONS. CURRICULUM-GUIDES. HIGH-SCHOOL-STUDENTS. INTERPERSONAL-COMPETENCE. LEARNING-ACTIVITIES. READING-SKILLS. SPEECH-SKILLS. VOCATIONAL-AGRICULTURE. WRITING-SKILLS.
ID LAND LABORATORY.
AB TO CHANGE THE NEGATIVE ATTITUDES OF ACADEMICALLY DISADVANTAGED STUDENTS TOWARD SCHOOL AND PREPARE THEM TO SUCCEED IN HIGH SCHOOL VOCATIONAL PROGRAMS, 27 BOYS WERE SELECTED TO PARTICIPATE IN A 3-YEAR ACTIVITY-CENTERED INSTRUCTIONAL PROGRAM. A PROBLEM-SOLVING APPROACH WAS USED FOR LEARNING EXPERIENCES IN APPLIED BIOLOGY AND AGRICULTURE, MATHEMATICS AND FINANCE CONTROL, COMMUNICATION, AND PHYSICAL EDUCATION. FACILITIES INCLUDED A LAND LABORATORY IN ADDITION TO REGULAR CLASSROOMS. MOST OF THE STUDENTS WERE INTERESTED IN AND RECEPTIVE TO THE PROGRAM. THEIR ATTENDANCE IMPROVED, AND A CHANGE IN ATTITUDE TOWARD LEARNING AND LEARNING INVOLVEMENT WAS EVIDENT. IN ADDITION, THEIR READING, SPEAKING, AND WRITING ABILITIES IMPROVED. A CURRICULUM GUIDE IS INCLUDED WHICH CONTAINS SUGGESTIONS FOR

ADMINISTRATORS AND TEACHERS CONCERNING THE INSTRUCTIONAL STAFF, FACILITIES, STUDENT SELECTION, ADVISORY COMMITTEE, PARENTAL SUPPORT, AND THE INSTRUCTIONAL PROGRAM. THE PROBLEM AREAS OF THE INSTRUCTIONAL PROGRAM CONTAIN OBJECTIVES, TEACHER PREPARATION, PROCEDURAL STEPS, AND EQUIPMENT.

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AN ED043408.
AU MCCLURKIN-W-D.
TI RURAL EDUCATION IN THE UNITED STATES.
SN DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D.C. NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT. (BBB02778)
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YR 70.
MJ ATTITUDES. RURAL-EDUCATION. RURAL-URBAN-DIFFERENCES. SCHOOL-SIZE. STANDARDS.
MN CONSOLIDATED-SCHOOLS. COURSES. ECONOMIC-DISADVANTAGEMENT. EDUCATIONAL-IMPROVEMENT. ONE-TEACHER-SCHOOLS. ORGANIZATION. RURAL-ECONOMICS. SCHOOL-FUNDS. SCHOOL-RESPONSIBILITY. SERVICES. TEACHER-RECRUITMENT. TEACHER-SALARIES. TEACHING-LOAD.
AB RURAL EDUCATION IS DESCRIBED IN THIS PAPER IN TERMS OF ITS PROGRESS AND PROBLEMS. AMONG THE PROBLEMS, IT IS NOTED THAT MONEY AVAILABLE ON A COMPETITIVE BASIS IS GENERALLY OUT OF REACH OF THE RURAL SCHOOL BECAUSE OF THE LACK OF TIME AND TALENT NEEDED TO OBTAIN THE FUNDS. TEACHERS ARE OFTEN UNDERTRAINED, HOLDING "LIFE CERTIFICATES" EARNED WITH LESS THAN 4 YEARS OF COLLEGE. SPECIAL SERVICES SUCH AS GUIDANCE PROGRAMS AND HOT LUNCH PROGRAMS ARE LACKING BECAUSE FUNDS ARE NOT AVAILABLE TO SUPPORT THEM. COURSE OFFERINGS ARE LIMITED DUE NOT ONLY TO CLASS SIZE BUT ALSO TO WHAT THE TEACHERS WHO ARE EMPLOYED CAN TEACH. VOCATIONAL EDUCATION AS RELATED TO FIELDS OTHER THAN AGRICULTURE DOES NOT EXIST, AND 9 OUT OF 10 STUDENTS LEAVE THE FARM WITHOUT THE TRAINING NEEDED FOR EMPLOYMENT IN THE CITY SINCE COURSE OFFERINGS SERVE ONLY THE COLLEGE-BOUND STUDENT. HOWEVER, SOME TRENDS ARE DESCRIBED WHICH HOLD PROMISE FOR THE RURAL YOUTH. THE NUMBER OF 1-ROOM SCHOOLS IS DECLINING. REGIONAL SERVICE CENTERS OR INTERMEDIATE UNITS ARE BECOMING NEW RESOURCES TO RURAL AREAS, PROVIDING SERVICES SUCH AS DIAGNOSTIC CLINICAL FACILITIES AND SPECIALIZED PERSONNEL. WAYS TO EXPAND INNOVATIVE PROGRAMS IN RURAL SCHOOLS, AS WELL AS NEW PROGRAMS DESIGNED FOR NONURBAN SCHOOLS, ARE ALSO DISCUSSED.

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AN EJ167703.
AU REISING-R-W. HILS-RALPH-J-JR.
TI COMP AND CIRCUMSTANCE IN RURAL AMERICA.
YR 77.
MJ ENGLISH-INSTRUCTION. LANGUAGE-STYLES. COMPOSITION-LITERARY. LEARNING-MOTIVATION. RURAL-YOUTH. CULTURAL-AWARENESS.
MN HIGHER-EDUCATION. COLLEGE-FRESHMEN. LANGUAGE-VARIATION. RURAL-ENVIRONMENT.
AB POINTS OUT THAT THE REALISTIC CONCERN FOR AND KNOWLEDGE OF RURAL STUDENTS IN THEIR OWN PARTICULAR CONTEXTS HELP TO MOTIVATE STUDENTS IN A COMPOSITION CLASSROOM.

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AN EJ165638.
AU FORSLUND-MORRIS-A.

TI DRUG USE AND DELINQUENT BEHAVIOR OF SMALL TOWN AND RURAL YOUTH.
YR 77.
MJ STUDENT-BEHAVIOR. DRUG-ABUSE. DELINQUENT-BEHAVIOR. RURAL-YOUTH. DELINQUENCY-CAUSES.
MN RESEARCH-PROJECTS. HIGH-SCHOOL-STUDENTS. CRIME.
AB FINDINGS ARE BASED ON RESPONSES TO A SELF-REPORT TYPE QUESTIONNAIRE ADMINISTERED TO NINTH THROUGH TWELFTH GRADE STUDENTS AT TWO HIGH SCHOOLS IN FREMONT COUNTY, WYOMING. DATA INDICATE THERE IS A SIGNIFICANT RELATIONSHIP BETWEEN DRUG USE AND COMMISSION OF OTHER FORMS OF DELINQUENT BEHAVIOR FOR MALE AND FEMALE STUDENTS STUDIED.

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AN EJ158694.
AU ROGGENBUCK-MARY-JUNE.
TI MOTIVATING FARM CHILDREN TO READ.
YR 77.
MJ RURAL-YOUTH. READING-INTERESTS. TEXTBOOK-BIAS. TEXTBOOK-CONTENT.
MN STUDENT-MOTIVATION. READING-INSTRUCTION. BASIC-READING. ELEMENTARY-EDUCATION. STEREOTYPES.
AB TEACHERS MUST BE SENSITIVE TO THE NEEDS OF MODERN FARM CHILDREN TO SEE THEMSELVES AND THEIR FAMILIES REFLECTED FAVORABLY AND ACCURATELY IN READING MATERIALS.

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AN EJ102238.
AU GUIDRY-LOYD-J. JONES-CHARLEY-J.
TI WHAT COMES OUT OF THE COWBOY'S PEN? TAILORING THE COURSE TO THE STUDENT.
YR 74.
MJ LANGUAGE-HANDICAPS. RURAL-YOUTH. REMEDIAL-PROGRAMS. PILOT-PROJECTS. TEACHING-METHODS.
MN STUDENT-MOTIVATION. RURAL-EDUCATION. LANGUAGE-ARTS. WRITING-SKILLS. RESEARCH-SKILLS.

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AN EJ005794.
AU AUBERTINE-HORACE-E.
TI THE RURAL STUDENT SPEAKS OUT.
YR 69.
MJ EDUCATIONAL-ENVIRONMENT. INTERPERSONAL-RELATIONSHIP. RURAL-SCHOOLS. STUDENT-ATTITUDES. TEACHING-QUALITY.
MN COCURRICULAR-ACTIVITIES. COUNSELING. CURRICULUM-ENRICHMENT. EDUCATIONAL-RESOURCES. SOCIAL-INTEGRATION.

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Section VI: Rural School Curriculum

Descriptors:

Rural Education

Rural Schools

Rural School Systems

Small Schools

Curriculum Development

Duplication of this section of the packet is available from:

Search #230-00(1A-115) Rural Schools - Curriculum Development

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AN ED156391.
TI CURRICULUM IMPROVEMENT IN SMALL RURAL SCHOOLS. AN INFORMATION PACKAGE.
MJ CURRICULUM-DEVELOPMENT. EDUCATIONAL-ALTERNATIVES. INTERAGENCY-COOPERATION. RURAL-SCHOOLS. SMALL-SCHOOLS. STAFF-IMPROVEMENT.
MN COMMUNITY-RESOURCES. DECISION-MAKING. NEEDS-ASSESSMENT. PLANNING. RESOURCE-MATERIALS.
AB DESIGNED FOR TEACHERS AND ADMINISTRATORS IN SMALL RURAL SCHOOL DISTRICTS, THIS BOOKLET EXAMINES ONGOING CURRICULUM IMPROVEMENT ACCORDING TO WHAT A SMALL RURAL SCHOOL DISTRICT NEEDS TO CONTINUOUSLY IMPROVE INSTRUCTION AND WHAT STEPS IT CAN TAKE TO MAXIMIZE IMPROVEMENT, GIVEN LIMITED HUMAN AND MATERIAL RESOURCES. PRACTICAL ALTERNATIVES ARE PRESENTED FOR DEALING WITH THE FOUR CRITICAL CONDITIONS FOR CONTINUOUS CURRICULUM IMPROVEMENT: (1) KNOWLEDGEABLE AND WELL-TRAINED STAFF (EFFECTIVE INSERVICE PROGRAMS); (2) KNOWLEDGE OF SUCCESSFUL PROGRAMS, MATERIALS, AND PRACTICES IN RURAL EDUCATION (INCLUDING A SELECTED BIBLIOGRAPHY OF MATERIALS AVAILABLE FROM ERIC, WITH RESUMES FOR EACH, A DESCRIPTION OF RESOURCE MATERIALS FOR CURRICULUM IMPROVEMENT ACTIVITIES AVAILABLE FROM COLORADO DEPARTMENT OF EDUCATION, AND SUMMARIES OF 18 EFFECTIVE READING PROGRAMS THAT GIVE SIZE OF PROGRAM AND TARGET POPULATION, STAFF, MAJOR FEATURES, FACILITIES, AND COST); (3) ABILITY TO MORE EFFECTIVELY USE EXISTING RESOURCES (PARTICULARLY TAPPING THE COMMUNITY AS A RESOURCE AND IN DECISION MAKING); AND (4) ABILITY TO COOPERATIVELY SUPPORT CURRICULUM IMPROVEMENT ACTIVITIES (BETWEEN TWO SCHOOLS OR BETWEEN SCHOOL DISTRICTS). A CHECKLIST FOR CURRICULUM CHANGE DETAILS STEPS FROM NEED IDENTIFICATION, CONCEPTUALIZATION OF SOLUTION, AND PLANNING TO PILOT PHASE AND INSTALLATION.

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AN ED100559.
TI SMALL RURAL SCHOOLS CAN HAVE ADEQUATE CURRICULUMS.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
MJ CURRICULUM-DEVELOPMENT. EDUCATIONAL-PROBLEMS. PROGRAM-DESCRIPTIONS. RURAL-EDUCATION. SMALL-SCHOOLS.
MN AUDIOVISUAL-AIDS. COMMUNITY-RESOURCES. INSERVICE-TEACHER-EDUCATION. SHARED-SERVICES.
AB THE SMALL RURAL SCHOOL'S FOREMOST AND LARGEST PROBLEM IS PROVIDING AN ADEQUATE CURRICULUM FOR STUDENTS IN A CHANGING WORLD. OFTEN THE SMALL DISTRICT CANNOT OR IS NOT WILLING TO PAY THE PER-PUPIL COST OF CURRICULUM SPECIALISTS, SPECIALIZED COURSES USING EXPENSIVE EQUIPMENT NO MORE THAN ONE PERIOD A DAY, AND REMODELED ROOMS TO ACCOMMODATE NEW TEACHING TECHNIQUES IN ORDER TO PROVIDE THE SAME VARIETY OF CLASSES AVAILABLE IN A LARGE SCHOOL. AN ADDITIONAL PROBLEM IS HIRING TEACHERS WHO ARE PREPARED IN SEVERAL MAJOR CURRICULUM AREAS. SOME SMALL RURAL SCHOOLS HAVE FOUND WAYS TO COMBAT HUGE EXPENSE FOR SPECIALIZED PROGRAMS AND CURRICULUM DEFICIENCES BY COOPERATION BETWEEN SCHOOLS, SHARED SERVICES, GREATER USE OF AUDIOVISUAL AIDS, AND INVENTIVENESS IN MEETING THEIR SPECIAL PROBLEMS. OTHER METHODS USED BY SOME SMALL SCHOOLS THROUGHOUT THE UNITED STATES TO FILL MANY GAPS IN AN OTHERWISE MEAGER CURRICULUM ARE EXPANDING THE CURRICULUM TO INCLUDE VOCATIONAL AND CAREER EDUCATION TO PREPARE THE STUDENTS FOR LIVING IN EITHER A RURAL OR URBAN ENVIRONMENT, INSERVICE TEACHER

TRAINING, BETTER GUIDANCE AND COUNSELING SERVICES, AND UTILIZATION OF COMMUNITY RESOURCES.

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AN EJ142849.
TI THE CURRICULUM ENDED WITH A WHIMPER.
MJ PROGRAM-PLANNING. ENGLISH-PROGRAMS. ELECTIVE-SUBJECTS. PROGRAM-EVALUATION.
MN SECONDARY-EDUCATION. ENGLISH-INSTRUCTION. RURAL-EDUCATION.
ID SOUTH CENTRAL HIGH SCHOOL (OHIO); OHIO (GREENWICH).
AB DESCRIBES THE INSTITUTION, OPERATION, AND ULTIMATE FAILURE OF A COMPLETELY ELECTIVE, UNGRADED MINICOURSE SYSTEM IN A RURAL HIGH SCHOOL.

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AN EJ108592.
TI THE SMALL SCHOOL: A REDISCOVERED RESOURCE IN AMERICAN EDUCATION.
MJ SMALL-SCHOOLS. INSTRUCTIONAL-PROGRAMS. INSTRUCTIONAL-IMPROVEMENT. CURRICULUM-DEVELOPMENT. FLEXIBLE-SCHEDULING.
MN SCHOOL-SYSTEMS. SCHOOL-COMMUNITY-RELATIONSHIP. EDUCATIONAL-RESOURCES.
AB SMALL SCHOOLS HOLD THE SAME CONCERN FOR QUALITY EDUCATION AS THEIR BIG CITY BRETHREN, BUT FEWER BUREAUCRATIC RESTRICTIONS AND STRONGER INTERPERSONAL DEPENDENCIES PERMIT THEM TO IMPLEMENT AN EDUCATIONAL PROGRAM OF HIGH QUALITY AND TO FIND SOLUTIONS TO THE ACCOMPANYING PROBLEMS MORE EASILY.

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AN EJ059575.
TI SMALL HIGH SCHOOLS -- PANACEA OR MALIGNANCY.
MJ COURSE-DESCRIPTIONS. CURRICULUM-DEVELOPMENT. HIGH-SCHOOL-CURRICULUM. SECONDARY-SCHOOLS. SMALL-SCHOOLS.
MN EDUCATIONAL-IMPROVEMENT.
AB IN ONE YEAR MALTA HIGH, IN NORTHERN ILLINOIS, A SCHOOL OF APPROXIMATELY 125 STUDENTS, EXPANDED ITS COURSE OFFERINGS FROM 51 TO 153 -- AND REMAINED SOLVENT.

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AN EJ045606.
TI AN ELECTIVES PROGRAM IN A SMALL HIGH SCHOOL? IT WORKS.
MJ CURRICULUM-DEVELOPMENT. ELECTIVE-SUBJECTS. HIGH-SCHOOL-CURRICULUM. SMALL-SCHOOLS. STUDENT-PARTICIPATION.
MN CURRICULUM-PLANNING. NONGRADED-SYSTEM. SEMESTER-DIVISION. STUDENT-GROUPING. STUDENT-REACTION.
AB THE IMPLEMENTATION OF A THREE-YEAR NONGRADED ELECTIVES PROGRAM IN HIGH SCHOOL ENGLISH AND SOCIAL STUDIES ACHIEVED PARTICULAR SUCCESS IN PROVIDING: A CLOSE CORRELATION BETWEEN ENGLISH AND SOCIAL STUDIES; INCENTIVE PRODUCED BY AGE DIFFERENTIAL WITHIN CLASSROOMS; AND A PHASE SYSTEM" WHICH ALLOWED STUDENTS TO SELECT THEIR OWN ABILITY LEVELS.

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Section VII: Rural Special Education

Descriptors:

Rural Education
Rural Schools
Rural School Systems

Special Education
Exceptional Child Education
Handicapped
Handicapped Students

Duplication of this section of the packet is available from:

Search #121-03(2B-15) Rural Education - Special/Exceptional Child Education

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AN ED172982.
AU SCHRAG-JUDY. AND OTHERS.
TI EDUCATION OF HANDICAPPED CHILDREN IN RURAL AREAS.
SN BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C. DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C. NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION (DHEW), WASHINGTON, D.C. (BBB00077; BBB06621; BBB10241; EGK21416).
NT 49P. PAPER PRESENTED AT THE RURAL EDUCATION SEMINAR (COLLEGE PARK, MARYLAND, 29-31 MAY 1979).
YR 79.
MJ ACCESS-TO-EDUCATION. EDUCATIONAL-FINANCE. GOVERNMENT-ROLE. HANDICAPPED-STUDENTS. RURAL-AREAS. SPECIAL-EDUCATION.
MN COURT-LITIGATION. DELIVERY-SYSTEMS. EXCEPTIONAL-CHILD-EDUCATION. FEDERAL-LEGISLATION. HANDICAP-DETECTION. POLICY-FORMATION. REGIONAL-SCHOOLS. RURAL-EDUCATION. STATE-LEGISLATION. TEACHER-CERTIFICATION. TEACHER-EDUCATION.
AB A COMPLEX AND MULTI-FACETED PROBLEM FACES THOSE SEEKING TO PROVIDE SPECIAL EDUCATION TO THE THOUSANDS OF HANDICAPPED CHILDREN RESIDING IN THE NATION'S RURAL AREAS. THE MAJOR CHALLENGE FACING RURAL ADMINISTRATORS IS HOW TO DELIVER SPECIAL EDUCATION EFFECTIVELY TO SMALL NUMBERS OF HANDICAPPED CHILDREN WHO ARE PROBABLY SCATTERED GEOGRAPHICALLY. A RURAL DISTRICT MAY CONTAIN A WIDE RANGE OF HANDICAPPED CONDITIONS SPREAD OVER MULTIPLE GRADE LEVELS; FEW TEACHERS CAN DEAL WITH SUCH A DIVERSE ARRAY OF CONDITIONS. RURAL DISTRICTS TEND TO BE THOSE LOWEST IN INCOME AND CANNOT EASILY SUPPLY FACILITIES OR SPECIAL EQUIPMENT OR RECRUIT SPECIALISTS TO PROVIDE THE RANGE OF SPECIAL EDUCATIONAL SERVICES REQUIRED BY STATE AND FEDERAL LAWS. REGIONALIZATION OF SEVERAL SCHOOL DISTRICTS CAN ALLOW FOR A WIDER RANGE OF SERVICES, BUT OFTEN THE DISTANCES INVOLVED ARE PROHIBITIVE. FEDERAL, STATE, AND COURT MANDATES HAVE GIVEN RISE TO A NUMBER OF TRAINING, ANALYSIS, AND RESOURCE COORDINATING ACTIVITIES, AND THE 197C'S HAVE BEEN A TIME OF GREAT EXPANSION AND CHANGE IN SPECIAL EDUCATION FOR RURAL AREAS. THE U.S. BUREAU OF EDUCATION FOR THE HANDICAPPED HAS INVESTED IN SUCH ENDEAVORS AS 16 REGIONAL RESOURCES CENTERS, 19 DIRECTION SERVICE CENTERS, AND A NUMBER OF COLLABORATIVE AGREEMENTS WITH OTHER MAJOR FEDERAL AGENCIES. EFFORTS UNDERTAKEN WITHIN INDIVIDUAL STATES ARE DESCRIBED AT THE CONCLUSION OF THIS DOCUMENT AND THE AUTHOR LISTS A NUMBER OF RECOMMENDATIONS FOR FUTURE EFFORTS.

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AN ED171472.
AU SANCHE-ROBERT-P.
TI FACTORS RELATED TO THE PROVISION OF SPECIAL EDUCATION IN SPARSELY POPULATED AREAS.
NT 23P.
YR 72.
MJ COMMUNITY-COOPERATION. HANDICAPPED. MODELS. RURAL-AREAS. SPECIAL-EDUCATION. SPECIAL-PROGRAMS.
MN HOMEBOUND. ITINERANT-TEACHERS. MINORITY-GROUPS. MOBILE-EDUCATIONAL-SERVICES. PARENT-PARTICIPATION. SCHOOL-COMMUNITY-COOPERATION. SCHOOL-REDISTRICTING. SPECIAL-SERVICES.

ID PORTAGE PROJECT; POWHATAN PROJECT.
AB ACCORDING TO STUDIES PUBLISHED SINCE 1966, A NUMBER OF FACTORS APPEAR TO BE RELATED TO THE DELIVERY OF SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS. EDUCATION SHOULD NOT ATTEMPT TO "GO IT ALONE" IN SPECIAL EDUCATION EFFORTS, FOR THE MORE SPARSE THE POPULATION, THE MORE NECESSARY IT IS TO INVOLVE THE COOPERATION OF OTHER ELEMENTS WITHIN THE COMMUNITY. WHEN LANGUAGE-DIFFERENT OR CULTURALLY-DIFFERENT PEOPLE ARE THE RECIPIENTS OF SERVICES, LOCAL WORKERS MAY BE TRAINED AND USED EFFECTIVELY. IN THE FOUR CORNERS MENTAL RETARDATION PROJECT, LOCAL, BILINGUAL, MULTICULTURAL PARAPROFESSIONALS WERE ABLE TO COMMUNICATE WITH THE PREDOMINANTLY INDIAN AND SPANISH TARGET POPULATION AND ACHIEVE FAR MORE THAN WHAT PROFESSIONALS OR OUTSIDERS COULD HAVE. TWO MODELS FROM THE 1971 MEMPHIS CONFERENCE ON EMERGING MODELS OF SPECIAL EDUCATION FOR SPARSELY POPULATED AREAS SHOW THAT SOMETIMES INITIAL STIMULUS MUST COME FROM OUTSIDE THE TARGET AREA. IN THE POWHATAN PROJECT, THE VIRGINIA COMMONWEALTH UNIVERSITY AND POWHATAN COUNTY, VIRGINIA SCHOOL DISTRICT DEVELOPED A MODEL SPECIAL EDUCATION PROGRAM THAT USED UNIVERSITY STUDENTS TO PROVIDE SPECIAL EDUCATION AND COUNSELING SERVICES. PARENTAL INVOLVEMENT AND PARTICIPATION CAN BE INCORPORATED FOR EARLY EDUCATION OF MULTIPLY HANDICAPPED CHILDREN, AS EVIDENCED BY THE PORTAGE PROJECT IN WISCONSIN. THIS DOCUMENT DISCUSSES RESEARCH AND RELATED STUDIES AND LISTS 12 FACTORS CONSIDERED CRITICAL IN THE PROVISION OF SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS.

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AN ED164708.
IN NATIONAL/STATE LEADERSHIP TRAINING INST. ON THE GIFTED AND TALENTED, LOS ANGELES, CALIF. (BBB11534).
TI IDEAS FOR URBAN/RURAL GIFTED/TALENTED: CASE HISTORIES AND PROGRAM PLANS.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AV VENTURA COUNTY SUPERINTENDENT OF SCHOOLS, 535 EAST MAIN STREET, VENTURA, CALIFORNIA 93009 ($5.25).
NT 97P. FOR RELATED DOCUMENTS, SEE ED 129 037, ED 131 619, AND UD 019 005.
YR 78.
MJ EXCEPTIONAL-CHILD-EDUCATION. GIFTED. RURAL-YOUTH. SPECIAL-PROGRAMS. TALENTED-STUDENTS. URBAN-YOUTH.
MN CASE-STUDIES-EDUCATION. EDUCATIONAL-NEEDS. EDUCATIONAL-PROBLEMS. EDUCATIONAL-STRATEGIES. ELEMENTARY-SECONDARY-EDUCATION. INDIVIDUALIZED-INSTRUCTION. MINORITY-GROUP-CHILDREN. RURAL-EDUCATION.
AB THIS DOCUMENT INCLUDES ARTICLES ON PROGRAMS FOR THE GIFTED IN URBAN AND RURAL AREAS. JEAN BLANNING WRITES A PERSONALIZED CASE-ORIENTED RECORD OF AN INDEPENDENT STUDIES PROGRAM OFFERED IN AN URBAN HIGH SCHOOL (IN NEW HAVEN, CONNECTICUT) SERVING LARGE NUMBERS OF MINORITY CHILDREN. THIS SECTION GIVES TESTIMONY TO THE EFFECTIVENESS OF DEDICATED TEACHERS WORKING ONE-TO-ONE OR IN INTIMATE GROUPS, AND INCLUDES STUDENT WORK. THE ITEMS ON RURAL EDUCATION OUTLINE SPECIAL PROGRAMS IN EDUCATION OF RURAL GIFTED, MODES OF EDUCATION, AND TECHNIQUES FOR DISPERSAL OF OPPORTUNITY, AND DESCRIBE A SUCCESSFUL RURAL COOPERATIVE. MARTIN J. BURNBAUM DISCUSSES THE SPECIAL NEEDS AND EDUCATIONAL PROBLEMS OF THE RURAL GIFTED. PAUL PLOWMAN PROPOSES VARIOUS STRATEGIES FOR MEETING THE NEEDS OF RURAL GIFTED AND TALENTED YOUTH. GIL CAUDILL EXAMINES THE STEPS TAKEN IN IMPLEMENTING GIFTED PROGRAMS IN KANSAS. A LIST OF BOOKS AVAILABLE ON THE SUBJECT OF

GIFTED CHILDREN IS ALSO PROVIDED.

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AN ED144303.
AU MENJUM-ARNOLD-E.
TI A RESPONSE TO THE NEEDS OF RURAL GIFTED AND TALENTED YOUTH.
NT 68P. PHOTOGRAPHS MAY NOT REPRODUCE CLEARLY.
YR 77.
MJ ENRICHMENT-PROGRAMS. GIFTED. PROGRAM-DESCRIPTIONS. RURAL-EDUCATION. SUMMER-PROGRAMS. TALENTED-STUDENTS.
MN CREATIVITY. CURRICULUM-ENRICHMENT. EXCEPTIONAL-CHILD-EDUCATION. PROGRAM-EVALUATION. SCHOOL-FUNDS. SECONDARY-EDUCATION. SUMMER-INSTITUTES. TEACHING-METHODS.
AB DESCRIBED IS THE WEST CENTRAL MINNESOTA INSTITUTE FOR CREATIVE STUDY, DEVELOPED BY A GROUP OF RURAL HIGH SCHOOLS TO PROVIDE A SUMMER ENRICHMENT PROGRAM FOR GIFTED AND TALENTED YOUTH. IT IS NOTED THAT THE PROGRAM WAS DESIGNED TO BRING TOGETHER OUTSTANDING STUDENTS, TEACHERS, FACILITIES, AND MATERIALS IN AN ATTEMPT TO EXPAND AND STRENGTHEN THE OVERALL EDUCATIONAL OFFERINGS FOR THESE GIFTED STUDENTS. CHAPTERS COVER THE FOLLOWING TOPICS: A BRIEF DESCRIPTION AND OVERVIEW OF THE INSTITUTE, GOALS AND OBJECTIVES, CURRICULUM, METHODOLOGY UTILIZED IN THE COURSES, FUNDING, FACULTY EVALUATION OF THE INSTITUTE, STUDENT EVALUATION OF THE INSTITUTE, AND A SUMMARY CONCLUDING THAT THE PROGRAM HAS BEEN A SUCCESS AND ENCOURAGING OTHER AREAS TO DEVELOP A SIMILAR INSTITUTE. (APPENDED ARE COPIES OF A STUDENT APPLICATION FORM AND A STUDENT INFORMATION FORM.).

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AN ED139216.
AU SAPP-DAVID-N.
TI DPT/CT: A REALISTIC ANSWER FOR PREVENTIVE SPECIAL EDUCATION SERVICES IN RURAL SCHOOL SETTING.
NT 9P. PAPER PRESENTED AT THE ANNUAL INTERNATIONAL CONVENTION, THE COUNCIL FOR EXCEPTIONAL CHILDREN (55TH, ATLANTA, GEORGIA, APRIL 11-15, 1977).
YR 77.
MJ CONSULTATION-PROGRAMS. HANDICAPPED-CHILDREN. ITINERANT-TEACHERS. RESOURCE-TEACHERS. RURAL-EDUCATION.
MN EARLY-CHILDHOOD-EDUCATION. ELEMENTARY-SECONDARY-EDUCATION. EXCEPTIONAL-CHILD-EDUCATION. PREVENTION. PROGRAM-DESCRIPTIONS.
ID RESOURCE ROOM PROGRAMS.
AB THE CONSULTING TEACHER PROGRAM INVOLVING THE USE OF SPECIAL CLASSES AND RESOURCE ROOMS, WHICH SERVES MILDLY TO MODERATELY HANDICAPPED STUDENTS IN GRIGGS, STEELE, AND TRAILL COUNTIES IN NORTH DAKOTA, A RURAL SCHOOL DISTRICT, IS DESCRIBED. OUTLINED IS THE SERVICE DESIGN MODEL CONSISTING OF 11 STEPS: REFERRAL, OBSERVATION, INITIAL PARENT CONTACT, REFERRAL CONFERENCE, DIAGNOSTIC TEACHING, PLANNING CONFERENCE, EDUCATIONAL PLAN SUMMARY, TEACHING LEARNING PLAN, IMPLEMENTATION, CLASSROOM TEACHER EVALUATION, AND PROGRAM EVALUATION AND RECOMMENDATIONS.

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AN ED128979.
AU URBAN-STANLEY.
TI SPECIAL EDUCATION IN RURAL AREAS: AN UNSOLVED PROBLEM.
NT 27P.
YR 72.

MJ DELIVERY-SYSTEMS. HANDICAPPED-CHILDREN. RURAL-EDUCATION.
MN ELEMENTARY-SECONDARY-EDUCATION. EXCEPTIONAL-CHILD-EDUCATION. FEDERAL-PROGRAMS. INNOVATION. LITERATURE-REVIEWS. RESEARCH-NEEDS.
ID ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III.
AB PRESENTED IS A REVIEW OF LITERATURE ON THE PROVISION OF SPECIAL EDUCATION SERVICES TO HANDICAPPED CHILDREN IN RURAL AREAS. THE INADEQUACY OF SUCH PROVISIONS IS SEEN TO BE DUE TO PROBLEMS IN TRANSPORTATION, UNAVAILABILITY OF SPECIAL EQUIPMENT AND TEACHING MATERIALS, AND ADMINISTRATIVE PROBLEMS. COOPERATIVE PROGRAMING IS REPORTED AS THE KEY INNOVATIVE ASPECT OF MOST FEDERAL PROGRAMS. DISCUSSED IS THE NEED FOR RESEARCH IN UTILIZING INNOVATIONS IN FINANCING, STAFFING, MODERN TECHNOLOGY, AND TRANSPORTATION. AMONG CONCLUSIONS LISTED IS THAT CONSOLIDATION OF REGULAR SCHOOL DISTRICTS IS A MAJOR PROBLEM. APPENDED IS A LIST OF TITLE III PROJECTS.

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AN ED127737.
AU FALLEN-NANCY-H.
IN VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF SPECIAL EDUCATION. (BBB01318).
TI COOPERATIVE UNIVERSITY-SCHOOL DIVISION SPECIAL EDUCATION PRACTICUM LABORATORY IN A RURAL SETTING. FINAL REPORT. (INCLUDES APPENDIXES) REVISED.
SN BUREAU OF EDUCATION FOR THE HANDICAPPED (DHEW/OE), WASHINGTON, D.C. DIV. OF PERSONNEL PREPARATION. (BBB13300).
NT 198P.
YR 75.
MJ DEMONSTRATION-PROJECTS. HANDICAPPED-CHILDREN. RURAL-EDUCATION. STUDENT-TEACHING. TEACHER-EDUCATION.
MN COOPERATIVE-PROGRAMS. ELEMENTARY-EDUCATION. EXCEPTIONAL-CHILD-EDUCATION. HIGHER-EDUCATION. PROGRAM-DESCRIPTIONS.
AB PRESENTED IS THE FINAL REPORT OF A VIRGINIA COMMONWEALTH UNIVERSITY COOPERATIVE PROGRAM TO DEVELOP AN ELEMENTARY LEVEL SPECIAL EDUCATION PRACTICUM FOR PRESERVICE TEACHERS IN A RURAL SETTING. PRESENTED FOR EACH OF THE PHASES (ORGANIZATIONAL PHASE, PILOT PROGRAMING PHASE, EXTENSION OF THE PILOT PROGRAMING PHASE, AND THE PROTOTYPE PROGRAM PHASE) IS INFORMATION ON PROJECT PERSONNEL, OBJECTIVES, PROCEDURES, RESULTS, AND BUDGET. INCLUDED IN THE FINAL REPORT ARE SUCH ITEMS AS JOB DESCRIPTIONS, TIME LINES AND ACTIVITY CHARTS, DEFINITIONS OF HANDICAPPING CONDITIONS, LISTS OF PROGRAM OBJECTIVES (SUCH AS COMMUNITY INVOLVEMENT, DISABILITY IDENTIFICATION, INSERVICE EDUCATION, CURRICULUM IMPROVEMENT, AND STUDENT INVOLVEMENT), DESCRIPTIONS OF STAFF PARTICIPATION IN THE RURAL SCHOOL DISTRICT, NUMBER AND CHARACTERISTICS OF THE CHILDREN SERVED, AND PROGRAM OBJECTIVES AND ACTIVITIES FOR EACH AREA OF SPECIALITY (SUCH AS MENTAL RETARDATION, EMOTIONAL DISTURBANCE, AND LEARNING DISABILITIES). IT IS CONCLUDED THAT THE PROGRAM PROVIDED EFFECTIVE PRACTICUM EXPERIENCE FOR STUDENTS AND INCREASED ACHIEVEMENT OF THE CHILDREN. APPENDIXES INCLUDE VITAE OF PERSONNEL; THE VIRGINIA STATE CERTIFICATION REQUIREMENTS FOR THE AREAS OF MENTAL RETARDATION, EMOTIONALLY DISTURBED AND LEARNING DISABILITIES; VARIOUS FORMS; SAMPLE PAGES FROM PROJECT FILES; AND AGENDAS OF VARIOUS SEMINARS AND WORKSHOPS.

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AN ED117307.
AU WEATHERMAN-RICHARD-F ED. HOLLINGSWORTH-SUE-ANN ED.

IN MINNESOTA UNIV. MINNEAPOLIS. DEPT. OF CONTINUING EDUCATION AND EXTENSION. (BBB12796).
TI ADMINISTRATION OF SPECIAL EDUCATION FOR RURAL AND SPARSELY POPULATED AREAS.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
AV DEPARTMENT OF EDUCATIONAL ADMINISTRATION, 300 HEALTH SERVICES BUILDING, UNIVERSITY OF MINNESOTA, ST. PAUL, MINNESOTA 55108 ($5.00).
NT 162P.
YR 75.
PJ PROBLEM-SOLVING. PROGRAM-DESCRIPTIONS. RURAL-EDUCATION. SPECIAL-EDUCATION. SPECIAL-PROGRAMS.
MN CONFERENCE-REPORTS. ELEMENTARY-SECONDARY-EDUCATION. HANDICAPPED-STUDENTS. POPULATION-DISTRIBUTION. RURAL-SCHOOLS.
AB THIS BOOK IS A COMPILATION OF PAPERS PREPARED FOR A 1975 CONFERENCE ON THE DELIVERY OF SPECIAL EDUCATION SERVICES. BECAUSE CONFERENCE PARTICIPANTS WERE FROM STATES WHERE PROBLEMS OF DISTANCE AND LOW POPULATION DENSITY COMPLICATE THE DELIVERY OF SPECIAL EDUCATION PROGRAMS, A MULTIFACETED APPROACH WAS USED TO ADDRESS THESE TWO CRITICAL PROBLEMS. THE 11 INDIVIDUAL ARTICLES THAT COMPOSE THE BOOK FOCUS ON THE FUTURE TRENDS AND CURRENT DIFFICULTIES EDUCATORS MUST FACE IN DEVELOPING PROGRAMS FOR HANDICAPPED CHILDREN. THE ARTICLES INCLUDE "ECONOMIC OUTLOOK FOR HUMAN SERVICE DELIVERY IN RURAL AMERICA," "A STATEWIDE PLAN FOR SPECIAL EDUCATION," "PROBLEMS AND ISSUES IN A RURAL COOPERATIVE," "THE SOUTHWEST REGIONAL EDUCATIONAL SERVICE AGENCY FOR MAINSTREAMING HANDICAPPED CHILDREN," "IMPLEMENTING EARLY EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN," "A LOOK AT REGIONAL CENTERS SERVING HANDICAPPED CHILDREN," "ESEA TITLE III AND ITS IMPLICATIONS FOR SERVICE HANDICAPPED STUDENTS," "A MODEL FOR TRAINING LEADERSHIP PERSONS IN RURAL AND SPARSELY POPULATED AREAS," "TRENDS IN SCHOOL FINANCE AND BUDGETING," "PERSONNEL MANAGEMENT IN RURAL/SPARSELY POPULATED AREAS," AND "EVALUATING NEED FOR SPECIAL EDUCATION SERVICE IN SPARSELY POPULATED AREAS".

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AN ED115012.
AU PALOMAKI-RITA-P. KOSKI-DIANE-M.
TI A COOPERATIVE PRESCRIPTIVE DEVELOPMENTAL PROGRAM FOR PRESCHOOL CHILDREN WITH HANDICAPS IN A RURAL SETTING.
NT 125P.
YR 74.
PJ COOPERATIVE-PROGRAMS. HANDICAPPED-CHILDREN. PRESCHOOL-EDUCATION. RURAL-EDUCATION. STUDENT-EVALUATION.
MN DIAGNOSTIC-TEACHING. EXCEPTIONAL-CHILD-EDUCATION. PARENT-PARTICIPATION. PROGRAM-DESCRIPTIONS. SCREENING-TESTS.
ID INFORMAL ASSESSMENT; MICHIGAN.
AB DESCRIBED IS A COOPERATIVE PRESCHOOL PROGRAM FOR 20 HANDICAPPED CHILDREN ON A RURAL MICHIGAN SETTING. IT IS EXPLAINED THAT THE PROGRAM INVOLVED SCREENING PROCEDURES IN A NATURALISTIC ENVIRONMENT, WEEKLY PARENT TRAINING SESSIONS, AND DIAGNOSTIC PRESCRIPTIVE TEACHING. INCLUDED IN THREE APPENDIXES ARE EXAMPLES OF NEWS RELEASES ABOUT THE PROGRAM, SAMPLES OF DEVELOPMENTAL EVALUATION FORMS AND OBSERVATION CHECKLISTS, AND THE RESULTS OF A SURVEY COMPLETED BY PARENTS AT THE END OF THE PROGRAM.

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AN ED114237.
AU HOFMEISTER-ALAN-M. ATKINSON-CHARLES-A.
IN UTAH STATE UNIV. LOGAN. (YE>50150).
TI THE TELEPAC PROJECT: A SERVICE DELIVERY MODEL FOR THE SEVERELY HANDICAPPED IN RURAL AREAS.
NT 17P.
YR 75.
MJ DELIVERY-SYSTEMS. HANDICAPPED-STUDENTS. HOMEBOUND-CHILDREN. RURAL-AREAS. TELECOMMUNICATION.
MN EDUCATION. INSTRUCTIONAL-MATERIALS-CENTERS. MODELS. PARENT-ROLE. PROFESSIONAL-PERSONNEL. PROGRAMED-MATERIALS. TELEPHONE-INSTRUCTION.
ID PROJECT TELEPAC; UTAH STATE UNIVERSITY.
AB THE UTAH STATE UNIVERSITY (USU) "TELEPAC PROJECT" IS A SERVICE DELIVERY MODEL FOR HOMEBOUND HANDICAPPED CHILDREN LIVING IN RURAL AREAS. DESIGNED TO EFFECTIVELY UTILIZE LIMITED NUMBERS OF PROFESSIONAL PERSONNEL, TELEPAC MAKES USE OF: (1) TELECOMMUNICATIONS TECHNOLOGY; (2) PARENTS AS A BASIC TREATMENT RESOURCE; AND (3) THE TECHNOLOGY OF INSTRUCTIONAL PACKAGING. TELEPAC'S CENTRAL COMPONENT IS THE HOMEBOUND HANDICAPPED RESOURCE CENTER (HHRC) WHICH INCLUDES: (1) A PARENT RESOURCE LIBRARY; (2) A CURRICULUM RESOURCE UNIT; (3) A MULTIMEDIA COLLECTION; AND (4) A TELECOMMUNICATIONS SYSTEM. AS THE SOURCE OF ADMINISTRATION AND INSTRUCTION, HHRC SERVICES THE HOME, A LOCAL PROGRAM MONITOR (LPM), AND A LOCAL PARENT GROUP. THE CURRICULUM RESOURCE UNIT DEVELOPS AND DISSEMINATES "PARENT INVOLVEMENT PACKAGES" WHICH PROVIDE FOR: (1) TRAINING OF THE CHILD IN THE HOME; (2) TRAINING OF THE PARENT; AND (3) INVOLVEMENT OF LPM. THESE PACKAGES ARE SUPPLEMENTED BY THE MULTIMEDIA COLLECTION AND THE PARENT RESOURCE LIBRARY. UTILIZING STANDARD TELEPHONES EQUIPPED WITH INTERCOMS, THE TELECOMMUNICATIONS SYSTEM PROVIDES FOR INTERACTIONS BETWEEN PARENTS, HHRC, THE LPM, AND CONSULTANT SERVICES. THE LPM IS A PROFESSIONAL WHO HELPS COORDINATE: (1) IDENTIFICATION AND SCREENING OF POTENTIAL FAMILIES; (2) NOTIFICATION AND INVOLVEMENT OF THE PARENTS; AND (3) LIAISON WITH HHRC.

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AN ED103188.
IN OREGON UNIV. EUGENE. NORTHWEST REGIONAL SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER. SOUTHWEST REGIONAL RESOURCE CENTER, SALT LAKE CITY, UTAH. (BBB03848; BBB10868).
TI IMPLEMENTING SPECIAL EDUCATION SERVICES IN RURAL REMOTE AREAS. THE PROCEEDINGS FROM THE WESTERN STATES TOPICAL CONFERENCE (SALT LAKE CITY, UTAH, FEBRUARY 3-6, 1975). A GUIDELINES DOCUMENT AND IDEA RESOURCE FOR: EDUCATORS; PARENTS; CONCERNED CITIZENS; OTHERS.
SN BUREAU OF EDUCATION FOR THE HANDICAPPED (DHEW/OE), WASHINGTON, D.C. UTAH UNIV. SALT LAKE CITY. GRADUATE SCHOOL OF EDUCATION. (BBB00581; BBB06162).
NT 248P. PHOTOGRAPHS MAY REPRODUCE POORLY.
YR 75.
MJ HANDICAPPED-CHILDREN. PROGRAM-DEVELOPMENT. RESOURCE-GUIDES. RURAL-AREAS. SPECIAL-EDUCATION.
MN ACCOUNTABILITY. ADMINISTRATION. COMMUNICATION-THOUGHT-TRANSFER. COMMUNITY-ROLE. CURRICULUM-DEVELOPMENT. LEGISLATION. PARENT-ROLE. PROGRAM-PLANNING. SPECIAL-SERVICES. TRAINING.
AB CONCEIVED AS AN IDEA BOOK FOR EDUCATORS, PARENTS, CONCERNED CITIZENS, AND OTHERS INTERESTED IN SPECIAL EDUCATION SERVICES FOR HANDICAPPED CHILDREN LIVING IN RURAL AREAS, THESE PROCEEDINGS CONSTITUTE THE RESULTS OF A 3 DAY WORKSHOP. USED AS A GUIDE, THIS DOCUMENT MAY

SERVE AS AN INDEX TO POSSIBLE RESOURCES FOR USE IN ANY TYPICAL RURAL AREA. THE IDEAS PRESENTED ARE INTENDED TO STIMULATE THE PLANNING AND IMPLEMENTATION OF PROGRAMS. INFORMATION IS COLOR INDEXED, INDICATING 3 MAJOR DIVISIONS WHICH ARE FURTHER DIVIDED INTO SUBSTRATEGIES AS FOLLOWS: (1) PROGRAM (IDENTIFICATION, CURRICULA, TRAINING, AND PARENT AND COMMUNITY); (2) ADMINISTRATION (COMMUNICATION AND COMMITMENT, STAFFING, AND RESPONSIBILITY AND ACCOUNTABILITY); AND (3) LEGISLATION (LAW AND FUNDING). EACH SUBCATEGORY IS THEN APPROACHED IN TERMS OF VARIOUS "TACTICAL ARENAS" FOR WHICH THERE ARE SPECIFIC PRESCRIPTIVE MEASURES. FOR EXAMPLE, IN THE AREA OF PROGRAM IDENTIFICATION, THERE ARE 4 TACTICAL ARENAS, ONE OF WHICH IS TO "DEVELOP, IMPLEMENT, AND EVALUATE A CONTINUOUS PROCESS FOR LOCATING UNSERVED HANDICAPPED CHILDREN, INCLUDING MINORITIES AND LOW-INCIDENCE HANDICAPPED". PROCEDURAL PRESCRIPTIONS DESIGNATED AS "TACTICAL STEPS, WHO, WHERE, HOW, AND WHEN" ARE THEN SPECIFIED FOR THIS PARTICULAR TACTICAL ARENA.

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AN ED096074.
IN NORTHWEST REGIONAL EDUCATIONAL LAB. PORTLAND, OREG. (RIK63325).
TI DELIVERY OF SPECIAL EDUCATION SERVICES IN RURAL REMOTE AREAS. WORKING CONFERENCE REPORT (PORTLAND, OREGON, DECEMBER 5-7, 1973).
SN NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION. NEW MEXICO STATE UNIV. LAS CRUCES. SOUTHWEST REGIONAL RESOURCE CENTER. OREGON UNIV. EUGENE. UTAH UNIV. SALT LAKE CITY. (BBB07755; BBB10732; SJJ69750; YEX9C450).
NT 54P.
YR 73.
MJ CONFERENCE-REPORTS. DELIVERY-SYSTEMS. HANDICAPPED-STUDENTS. RURAL-AREAS. SPECIAL-EDUCATION.
MN CHANGE-STRATEGIES. COMMUNITY-SIZE. DEPRESSED-AREAS-GEOGRAPHIC. EXCEPTIONAL-CHILDREN. GEOGRAPHIC-LOCATION. HUMAN-SERVICES. LOCAL-ISSUES. POPULATION-DISTRIBUTION. REGIONAL-SCHOOLS.
AB A WORKING CONFERENCE ON THE DELIVERY OF SPECIAL EDUCATION SERVICES IN RURAL REMOTE AREAS WAS CONDUCTED IN DECEMBER 1973 (PORTLAND, OREGON). THE 2 MAJOR PURPOSES WERE TO: (1) IDENTIFY AND EXPLORE GENERAL PROBLEMS AND POTENTIAL WAYS TO OVERCOME THEM IN RURAL AREAS OF THE WESTERN UNITED STATES; AND (2) PROVIDE A REPLICABLE PROCESS FOR A DISTRICT, REGION, OR AGENCY TO DO THE SAME THING IN THEIR PARTICULAR AREA. THIS REPORT PRESENTS AN ANALYSIS AND SYTHENSIS OF THE INFORMATION IDENTIFIED AS CRUCIAL BY TASK FORCES FROM A VARIETY OF GEOGRAPHIC AREAS. IT DESCRIBES THE COMPOSITION OF THE GROUPS; LISTS PRIORITY ISSUES, GOALS, AND THEIR IMPLICATIONS AS IDENTIFIED BY EACH TASK FORCE; PRESENTS POTENTIAL SOLUTIONS FOR THE 2 MAJOR ISSUES ON WHICH THERE WAS A CONSENSUS BY THE ENTIRE CONFERENCE -- (1) PARENTAL AWARENESS OF EXISTING PROBLEMS IN SPECIAL EDUCATION; AND (2) A MODEL FOR DELIVERY OF COMPREHENSIVE EDUCATIONAL SERVICES TO EXCEPTIONAL CHILDREN IN RURAL REMOTE REGIONS. IN ADDITION, A RANDOM SAMPLE OF CONFERENCE PARTICIPANTS IDENTIFIED STEPS TO TAKE INDIVIDUALLY TO IMPROVE SPECIAL EDUCATION SERVICE DELIVERY.

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AN ED074362.
AU NIEDERFRANK-E-J.
IN DEPARTMENT OF AGRICULTURE, WASHINGTON, D. C. EXTENSION SERVICE. (BBB0o482).
TI DEVELOPING PROGRAMS FOR THE RURAL HANDICAPPED.
NT 16P.

YR 70.
MJ GUIDES. HANDICAPPED. PROGRAM-PLANNING. RURAL-AREAS. STATE-GOVERNMENT. VOCATIONAL-REHABILITATION.
MN COMMUNITY-ACTION. COMMUNITY-ATTITUDES. LEADERSHIP. LOCAL-GOVERNMENT.
AB SUGGESTIONS FOR AIDING STATE AND LOCAL ORGANIZATIONS IN DEVELOPING PROGRAMS FOR AIDING THE HANDICAPPED IN RURAL AREAS ARE PRESENTED. IT IS POINTED OUT THAT THE GREATEST PROBLEM OF HANDICAPPED PEOPLE IS COMMUNITY APATHY IN REGARD TO HELPING THEM. THE KEY PUBLIC RESOURCE IN EVERY STATE IS THE STATE VOCATIONAL REHABILITATION AGENCY. THE FIRST ACTION ON THE STATE LEVEL SHOULD COME FROM THE GOVERNOR'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED AND SHOULD CONSIST OF FORMING A STATE RURAL AREAS COMMITTEE FOR THE HANDICAPPED. ON A LOCAL BASIS, THE FIRST STEP IS TO DESIGNATE A LOCAL ORGANIZATION TO GIVE ADMINISTRATIVE LEADERSHIP TO DEVELOPING WORK WITH THE HANDICAPPED LOCALLY. WORK WITH THE HANDICAPPED IN RURAL AREAS IS A THREE-FOLD, INTERRELATED RESPONSIBILITY. IT INVOLVES ESTABLISHING AND MAINTAINING ORGANIZATION, DETERMINING THE FACTS AND DEFINING OBJECTIVES, AND PLANNING AND CARRYING OUT ACTION PROJECTS.

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AN ED054063.
AU LEHMANN-PHYLLIS-E.
IN PENNSYLVANIA STATE UNIV. UNIVERSITY PARK. (SYN71840).
TI TEACHER TRAINING TAKES TO THE ROAD. MOBILE VAN, COMPUTERS ADD CONVENIENCE AND QUALITY TO CONTINUING EDUCATION.
AV COLLEGE OF EDUCATION, PENNSYLVANIA STATE UNIVERSITY, 227 CHAMBERS BLDG. UNIVERSITY PARK, PA. 16802.
NT 9P.
YR 71.
MJ COMPUTER-ASSISTED-INSTRUCTION. INSERVICE-TEACHER-EDUCATION. MOBILE-EDUCATIONAL-SERVICES. RURAL-AREAS. SPECIAL-EDUCATION.
MN DIAGNOSTIC-TEACHING. EDUCATIONAL-DIAGNOSIS. RURAL-SCHOOLS.
ID CARE; COMPUTER ASSISTED REMEDIAL EDUCATION; PENNSYLVANIA.
AB THIS ARTICLE DESCRIBES THE DEVELOPMENT AND USE OF A NEW DELIVERY SYSTEM FOR EDUCATION SERVICES BASED ON THE CONCEPTS OF MOBILITY AND INDIVIDUALIZED INSTRUCTION. THE SYSTEM CONSISTS OF A MOBILE VAN EQUIPPED WITH A CENTRAL IBM COMPUTER AND 15 STUDENT TERMINALS. TRAVELING THROUGH RURAL PENNSYLVANIA, IT OFFERS LOCAL TEACHERS A COURSE IN SPECIAL EDUCATION THAT WILL ENABLE THEM TO RECOGNIZE AND HELP CHILDREN IN REGULAR CLASSROOMS WHO HAVE HANDICAPS THAT OFTEN GO UNDETECTED. TEACHERS CAN SCHEDULE THEIR OWN INSTRUCTIONAL TIME AFTER SCHOOL OR DURING THEIR FREE PERIODS. UPON COMPLETION OF THE COURSE, THEY RECEIVE THREE ACADEMIC CREDITS FROM THE PENNSYLVANIA STATE UNIVERSITY. THE COURSE AVERAGES 30 HOURS PER STUDENT, WITH 100-150 TEACHERS ENROLLED AT EACH STOP AND ABOUT SEVEN STOPS MADE PER YEAR. THE COST OF A YEAR'S OPERATION IS APPROXIMATELY $250,000. THE PROJECT, CALLED COMPUTER-ASSISTED REMEDIAL EDUCATION (CARE), IS OPERATED BY PENN STATE UNDER A USOE GRANT WHICH RUNS TIL MID-1973. THE SUCCESS OF THE PROGRAM HAS LED TO PLANS FOR MORE SUCH VANS, FOR INSTANCE, ONE WHICH WOULD VISIT HOSPITALS TO UPDATE THE SKILLS OF HEALTH WORKERS.

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AN EJ121778.
AU HELLER-HAROLD-W.
TI RURAL SPECIAL EDUCATION: A DILEMMA.

YR 75.
MJ SPECIAL-EDUCATION. EXCEPTIONAL-CHILD-EDUCATION.
RURAL-SCHOOL-SYSTEMS. EDUCATIONAL-PROBLEMS.
MN RURAL-EDUCATION. ADMINISTRATIVE-PROBLEMS. FINANCIAL-PROBLEMS.
AB THIS ARTICLE LISTS AND DISCUSSES FIVE PROBLEMS IN RURAL SPECIAL EDUCATION: A) LOW POPULATION DENSITY, B) FINANCIAL CONSTRAINTS RESULTING FROM LOWER TAX BASES, C) RURAL FLIGHT, D) INABILITY TO RECRUIT AND RETAIN QUALITY PERSONNEL, AND E) LACK OF FUTURE.

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AN EJ119406.
AU RUSSELL-TOMMY. BROWN-LORETTA-G.
TI AN EMERGING MODEL FOR TRAINING ADMINISTRATORS OF SPECIAL EDUCATION IN SPARSELY POPULATED AREAS.
YR 74.
MJ HANDICAPPED-CHILDREN. SPECIAL-EDUCATION. GRADUATE-STUDY.
PROGRAM-DESCRIPTIONS. RURAL-AREAS. ADMINISTRATION.
MN EXCEPTIONAL-CHILD-EDUCATION.

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AN EJ034642.
AU ADAMSON-GARY.
TI A PROGRAM MODEL: TO PROVIDE EDUCATIONAL SERVICES FOR THE RURAL DISADVANTAGED.
YR 70.
MJ EXCEPTIONAL-CHILD-EDUCATION. EXCEPTIONAL-CHILD-SERVICES.
RURAL-EDUCATION.
MN INTERINSTITUTIONAL-COOPERATION. SCHOOL-COMMUNITY-COOPERATION.

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Section VIII: Rural Education (Illinois)

Descriptors/Identifiers:

Rural Education	Illinois
Rural Schools	
Rural School Systems	

Resources from the Illinois Promising Practices Database are also available on:

Rural Areas - National Diffusion Network - Illinois

Duplication of this section of the packet is available from:

Search #722-02(2B-12) Rural Education - Illinois

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AN ED168776.
TI WIN SOME, LOSE SOME: SMALL RURAL DISTRICT SUPERINTENDENTS.
NT 24P. PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (SAN FRANCISCO, CALIFORNIA, APRIL 1979); BEST COPY AVAILABLE.
YR 79.
PJ EMPLOYMENT-PATTERNS. JOB-SATISFACTION. LABOR-TURNOVER. OCCUPATIONAL-MOBILITY. RURAL-SCHOOL-SYSTEMS. SCHOOL-SUPERINTENDENTS.
MN ADMINISTRATIVE-PERSONNEL. BOARD-OF-EDUCATION-POLICY. CAREER-CHANGE. CASE-STUDIES. ELEMENTARY-SECONDARY-EDUCATION. EMPLOYMENT-OPPORTUNITIES. EMPLOYMENT-TRENDS. PARENT-SCHOOL-RELATIONSHIP. RESEARCH-NEEDS. SCHOOL-ADMINISTRATION. SCHOOL-COMMUNITY-RELATIONSHIP. SCHOOL-PERSONNEL.
ID ILLINOIS.
AB THE FINDING THAT TURNOVER RATES FOR SCHOOL SUPERINTENDENTS ARE HIGHEST IN SMALL DISTRICTS HAS BEEN REFLECTED IN A NUMBER OF STUDIES. TO FURTHER EXAMINE THE FINDING, A SURVEY IN ILLINOIS USED A STRATIFIED RANDOM SAMPLE OF 100 SCHOOL DISTRICTS, 32 OF WHICH HAD 499 OR LESS STUDENTS. WITH 1974-75 AS A BASE YEAR, THE AVERAGE YEARS SERVED BY SUPERINTENDENTS OF EACH DISTRICT OVER A 17 YEAR SPAN WAS CALCULATED. SMALL DISTRICTS SHOWED THE GREATEST AMOUNT OF TURNOVER WITH THE TYPICAL SMALL DISTRICT SERVED BY FOUR SUPERINTENDENTS WHO SERVED ABOUT FOUR YEARS EACH. SEVEN DISTRICTS HAD SIX OR MORE SUPERINTENDENTS. SEVENTY PERCENT OF THE SMALL DISTRICT SUPERINTENDENTS MOVED AT LEAST ONCE IN 12 YEARS. THE MAJOR FACTOR PROMPTING THE CHANGES WAS DIFFERENCES BETWEEN THE SUPERINTENDENTS AND SCHOOL BOARD AND/OR COMMUNITY OVER WHAT SCHOOLS SHOULD BE DOING. CAREER MOBILITY FOR THOSE CHANGING POSITIONS WAS LIMITED AS THEY GENERALLY MOVED IN A RESTRICTED GEOGRAPHICAL AREA AMONG DISTRICTS OF THE SAME SIZE AND TYPE. EXAMPLES OF VERTICAL MOBILITY TO DISTRICTS WITH HIGHER SALARIES AND GREATER NUMBERS OF STUDENTS WERE RARE. STUDY FINDINGS SUGGESTED SEVERAL AVENUES FOR FUTURE EXPLORATION, INCLUDING EXAMINATION OF EDUCATIONAL CONSEQUENCES OF TURNOVERS AND MOBILITY, INSPECTION OF THE PSYCHOLOGICAL HEALTH OF THE SUPERINTENDENTS, AND ANALYSIS OF VICTORIES FOR SUPERINTENDENTS WHERE THE PROCESS OF POLITICS PRODUCED SUCCESS FOR ALL CONCERNED OR WHERE THE MOVES WERE UPWARD IN JOB MOBILITY.

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AN ED147048.
IN SOUTHERN ILLINOIS UNIV. CARBONDALE. CENTER FOR RURAL EDUCATION. (BBB15066).
TI A NEEDS ASSESSMENT OF THE PUBLIC SCHOOLS IN THE THIRTY-ONE SOUTHERNMOST COUNTIES IN ILLINOIS.
SN ILLINOIS STATE OFFICE OF EDUCATION, SPRINGFIELD. (JIM34744).
NT 14P.
YR 77.
PJ ADMINISTRATIVE-PROBLEMS. CURRICULUM-DEVELOPMENT. INSTRUCTION. NEEDS-ASSESSMENT. PUPIL-PERSONNEL-SERVICES. RURAL-SCHOOLS.
MN ADULT-EDUCATION. ELEMENTARY-SECONDARY-EDUCATION. SMALL-SCHOOLS.
ID ILLINOIS (SOUTH).
AB IN MAY OF 1977, EACH PUBLIC SCHOOL DISTRICT AND REGIONAL SUPERINTENDENT IN THE 31 SOUTHERNMOST COUNTIES OF ILLINOIS

(PRINCIPALLY RURAL, SMALL SCHOOLS) WAS SENT A NUMBER OF THE NEEDS ASSESSMENT INSTRUMENTS. THE 295 RETURNED INSTRUMENTS INCLUDED RESPONSES FROM THE FOLLOWING ELEMENTARY AND SECONDARY PERSONNEL: TEACHERS (N=86); PRINCIPALS (N=85); GUIDEANCE COUNSELORS (N=40); SUPERINTENDENTS (N=70); AND OTHER SPECIALISTS (N=14). THE INSTRUMENT PROVIDED DATA REGARDING: RESPONDENTS' COUNTY; YEARS OF EXPERIENCE; SCHOOL DISTRICT TYPE (ELEMENTARY, HIGH SCHOOL, OR UNIT DISTRICT); TOTAL SCHOOL ENROLLMENT (BELOW 250 TO ABOVE 2,000); ADMINISTRATIVE NEEDS; CURRICULUM NEEDS; INSTRUCTIONAL NEEDS; AND PUPIL PERSONNEL SERVICES AND ADULT EDUCATION NEEDS. MAJOR FINDINGS INDICATED: THE FIVE MOST SIGNIFICANT NEEDS WERE INCREASING PUPIL MOTIVATION, DEVELOPING FAVORABLE PUPIL ATTITUDES TOWARD LEARNING, MAINTAINING EFFECTIVE SCHOOL/COMMUNITY RELATIONS, IMPROVING ARTICULATION AND CONTINUITY IN CURRICULUM ORGANIZATION, AND UNDERSTANDING EVOLVING STATE LEGISLATION RELATED TO SCHOOLS; AS A GROUP, THE ADMINISTRATIVE NEEDS WERE THE MOST PRESSING; AND ONLY IN THE AREA OF JOB CLASSIFICATION WAS THERE RESPONDENT DISAGREEMENT AMONG PROBLEM AREAS (DISTRICT SIZE, TYPE OF DISTRICT, OR YEARS OF EXPERIENCE HAVING HAD NO SIGNIFICANT BEARING ON RESPONDENT RESPONSES).

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AN ED142333.
IN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (RMQ66000).
TI ECONOMIC STATUS OF RURAL TEACHERS. PROJECT IN RESEARCH IN UNIVERSITIES. BULLETIN 1937, NO. 13.
NT 65P. NOT AVAILABLE IN HARD COPY DUE TO SMALL PRINT SIZE OF ORIGINAL DOCUMENT.
YR 39.
MJ ECONOMIC-STATUS. EXPENDITURES. INCOME. RURAL-SCHOOLS. TEACHERS.
MN AGE. BLACK-TEACHERS. BUDGETING. CAUCASIANS. DEPENDENTS. ECONOMIC-FACTORS. EDUCATIONAL-BENEFITS. FAMILY-RESOURCES. MARITAL-STATUS. MONEY-MANAGEMENT. QUESTIONNAIRES. SEX-DIFFERENCES. TABLES-DATA. TEACHER-SALARIES. TENURE.
ID ILLINOIS; MARYLAND; OKLAHOMA; TENNESSEE; TEXAS; VERMONT; WISCONSIN.
AB THE STUDY EXAMINED THE INCOMES AND EXPENDITURES OF RURAL TEACHERS, AND THE RELATIONSHIP OF THESE TO SUCH FACTORS AS TYPES OF SCHOOL TAUGHT AT, TEACHER'S AGE, YEARS OF EXPERIENCE, EXTENT OF EDUCATION, AND NUMBER AND TYPES OF DEPENDENTS. RURAL TEACHERS IN THE STATES OF ILLINOIS, MARYLAND, OKLAHOMA, TENNESSEE, TEXAS, VERMONT, AND WISCONSIN WERE REQUESTED TO GIVE DATA FOR THE PERIOD FROM SEPTEMBER 1, 1934 TO AUGUST 31, 1935. ALL STATES INCLUDED ONLY TEACHERS OF WHITE SCHOOLS, EXCEPT TENNESSEE WHICH INCLUDED WHITE AND NEGRO SCHOOLS SEPARATELY, AND MARYLAND WHICH INCLUDED BOTH WHITE AND NEGRO TEACHERS (THE PROPORTION WAS 5 TO 1). OF THE 38,768 QUESTIONNAIRES MAILED, 5,431 WERE RETURNED. STATISTICAL DATA WERE OBTAINED ON THE INCOMES AND EXPENDITURES OF RURAL TEACHERS, THE ECONOMIC ASSETS AND LIABILITIES OF RURAL TEACHERS UNDER VARYING CONDITIONS, AND THE RELATIONSHIP OF THE MONEY THESE TEACHERS HAD INVESTED IN EDUCATION TO THE TYPES OF SCHOOLS IN WHICH THEY WERE EMPLOYED AND TO THE SALARIES THEY RECEIVED AS TEACHERS. AMONG THE FINDINGS WERE: IN THE SMALLER SCHOOLS THE SALARY MEDIANS WERE AS LOW AS $600, WHILE IN THE LARGER SCHOOLS OF THREE OR MORE TEACHERS THEY SOMETIMES EXCEEDED $1,000; EXPERIENCE AND TENURE WERE REWARDED SOMEWHAT BY SALARIES IN RURAL SCHOOLS; MARRIED TEACHERS GENERALLY REPORTED GREATER EXPENDITURES THAN THE SINGLE TEACHERS; COMPARISONS OF EXPENDITURES OF MEN AND WOMEN SHOWED THOSE OF THE FORMER TO BE HIGHER; ABOUT 67% OF ALL RURAL TEACHERS REPORTED SOME ASSETS; AND ABOUT 20% WERE IN DEBT.

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AN ED089896.
IN DIVERNON COMMUNITY SCHOOL DISTRICT, ILL. PAWNEE COMMUNITY SCHOOL DISTRICT, ILL. (BBB10102; BBB10103).
TI PAWNEE-DIVERNON EDUCATIONAL FEASIBILITY STUDY.
SN ILLINOIS STATE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, SPRINGFIELD. (JIM34744).
NT 131P.
YR 74.
MJ ACADEMIC-STANDARDS. FEASIBILITY-STUDIES. PROGRAM-EVALUATION. SCHOOL-REDISTRICTING. SMALL-SCHOOLS.
MN CONSOLIDATED-SCHOOLS. CURRICULUM. DROPOUTS. EDUCATIONAL-FACILITIES. EDUCATIONAL-FINANCE. ENROLLMENT. HIGH-SCHOOLS. INSTRUCTIONAL-STAFF. REGIONAL-SCHOOLS. RESEARCH. RESOURCES. SCHOOL-DISTRICTS. SERVICES.
ID ILLINOIS.
AB THE FEASIBILITY STUDY CONCERNS ITSELF WITH THE POSSIBLE SCHOOL DISTRICT REORGANIZATION FOR THE PAWNEE AND DIVERNON SCHOOL DISTRICTS. CITIZENS' COMMITTEES, BOARDS OF EDUCATION, ADMINISTRATION, AND TEACHERS PROVIDED CONSULTANT INFORMATION ABOUT THEIR SCHOOLS. THE EVALUATION COMMITTEES, COMPRISED OF CITIZENS FROM THE PAWNEE AND DIVERNON SCHOOL DISTRICTS, PROVIDED MOST OF THE INFORMATION INCLUDED IN THE 7 CHAPTERS OF THIS REPORT. THIS REPORT COVERS: (1) A HISTORICAL BACKGROUND OF THE COMMUNITIES AND SCHOOL DISTRICTS; (2) CURRICULUM; (3) BUILDING FACILITIES; (4) PUPIL SERVICES; (5) FINANCIAL STATUS; (6) POPULATION TRENDS AND SCHOOL ENROLLENT; AND (7) STAFF. MOST OF THE RECOMMENDATIONS MADE BY EACH COMMITTEE REFLECT THEIR OWN VALUES, HOPES, AND EXPECTATIONS FOR THEIR CHILDREN AND THEIR SCHOOLS--FOR INSTANCE, CHAPTER 6 RECOMMENDS THAT, ON THE BASIS OF RECENT POPULATION AND SCHOOL ENROLLMENT TRENDS, IT WOULD APPEAR BOTH FEASIBLE AND DESIRABLE FOR THE 2 DISTRICTS TO CONSOLIDATE. THE 25 CONCLUSIONS INCLUDE SUCH THINGS AS: DIVERNON'S FUTURE POPULATION IS MORE DIFFICULT TO PREDICT; BOTH HIGH SCHOOLS HAD VERY GOOD HOLDING POWER RECORDS; AND THE DROPOUT RATES WERE LOW. RECOMMENDATIONS FAVOR CONSOLIDATION FOR THESE REASONS: (1) THE NUMBER OF ILLINOIS PUBLIC SCHOOL DISTRICTS HAS DECREASED EVERY YEAR SINCE 1945; (2) THE TREND IN ILLINOIS IS TOWARD CONSOLIDATION; AND (3) SMALL SCHOOL DISTRICTS FREQUENTLY LACK AN ECONOMIC AND POPULATION BASE ADEQUATE TO SUPPORT AN EFFECTIVE EDUCATIONAL PROGRAM. DATA CONCERNING THE 2 HIGH SCHOOLS--SUCH AS COURSE OFFERINGS, LIBRARY FACILITIES, EQUIPMENT, SALARIES, AND ENROLLMENT--ARE PRESENTED IN TABULAR FORM.

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AN ED075119.
IN ILLINOIS UNIV. URBANA. DIV. OF AGRICULTURAL EDUCATION. (JIM35275).
TI EDUCATION FOR THE RURAL DISADVANTAGED: SUMMARY OF FINDINGS AND CONCLUSIONS OF AN EXPERIMENTAL STUDY. RESEARCH REPORT.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. DIV. OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH. (BBB06397).
NT 44P.
YR 70.
MJ ECONOMIC-DISADVANTAGEMENT. EDUCATIONAL-PROGRAMS. FAMILY-LIFE. RURAL-EDUCATION. VOCATIONAL-EDUCATION.
MN ACADEMIC-ACHIEVEMENT. AGRICULTURE. EVALUATION. HEALTH. OCCUPATIONAL-ASPIRATION. RELIGION. SOCIAL-ENVIRONMENT.
ID PROJECT READY; RURAL EDUCATION DISADVANTAGED YOUTH.
AB TO ACCOMPLISH THE OBJECTIVES OF THE RURAL EDUCATION, DISADVANTAGED YOUTH RESEARCH PROJECT, REFERRED TO AS PROJECT READY, THE RESEARCH

STAFF MEMBERS FIRST ATTEMPTED TO DEVELOP A CLOSE WORKING RELATIONSHIP WITH SELECTED DISADVANTAGED RURAL FAMILIES THROUGH FAMILY INTERVIEWS. IMMEDIATELY FOLLOWING EACH INTERVIEW, THE INTERVIEWERS TAPE RECORDED THEIR IMPRESSIONS AND OBSERVATIONS OF THE HOME SURROUNDINGS, FAMILY CHARACTERISTICS, CONDITIONS OF THE RESIDENCE, FAMILY MORALE AND ADJUSTMENT, AND FAMILY OPINIONS REGARDING THE COMMUNITY AND EDUCATION. THESE OBSERVATIONS AND THOSE OF LOCAL COORDINATORS COMPRISED THE FIRST SECTION OF THIS REPORT. FOR THE FORMAL RESEARCH, REPORTED IN THE SECOND SECTION, 1 DEPRESSED RURAL COUNTY IN ILLINOIS WAS CHOSEN AND 2 RANDOM SAMPLES WERE DRAWN: 1 OF ALL FAMILIES IN THE AREA AND 1 OF THE SEVERELY DISADVANTAGED FAMILIES. THE 4 DIMENSIONS STUDIED WERE ECONOMIC, PSYCHOLOGICAL, SOCIOLOGICAL, AND ANTHROPOLOGICAL. ALSO IN THE SECOND SECTION WERE (1) A SUMMARY OF THE CHARACTERISTICS OF SEVERELY DISADVANTAGED FAMILIES RESIDING IN A SELECTED DEPRESSED RURAL AREA; (2) AN OVERVIEW OF THE DEVELOPMENT OF THE MODEL VOCATIONALLY ORIENTED, FAMILY-CENTERED EDUCATIONAL PROGRAM, WHICH WAS A MAJOR PROJECT OBJECTIVE; (3) A DISCUSSION OF FINDINGS AND CONCLUSIONS PERTAINING TO THE EVALUATION OF THE REDY EDUCATIONAL PROGRAM; AND (4) A STATEMENT OF IMPLICATIONS AND RECOMMENDATIONS.

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AN ED074016.
IN NORTHEASTERN ILLINOIS UNIV. CHICAGO. (BBB07701).
TI DUALITY IN SOCIETY: DUALITY IN TEACHER EDUCATION.
NT 67P.
YR 71.
MJ RURAL-EDUCATION. RURAL-URBAN-DIFFERENCES. STUDENT-TEACHING. TEACHER-EDUCATION. URBAN-EDUCATION.
MN EDUCATIONAL-INNOVATION. PROGRAM-DESCRIPTIONS.
ID DISTINGUISHED ACHIEVEMENT AWARD ENTRY.
AB NORTHEASTERN ILLINOIS UNIVERSITY DEVELOPED A STUDENT TEACHING PROGRAM DESIGNED TO PREPARE THE STUDENT TEACHER TO FUNCTION IN BOTH AN INNER-CITY SETTING WHERE CHILDREN ARE LESS ADVANTAGED SOCIOECONOMICALLY AS WELL AS IN AN OUTER-CITY SETTING WHERE THE CHILDREN COME FROM RELATIVELY HIGHER SOCIOECONOMIC BACKGROUNDS. THE FIVE MAJOR ASPECTS OF THE PROGRAM INCLUDE CROSS ASSIGNMENT, GROUP COUNSELING, SEMINARS, OTHER BACKUP EXPERIENCES, AND DUALITY WORKSHOPS. (BUDGET CONSIDERATIONS, PERSONNEL INFORMATION, EVALUATION MATERIAL, AND RELATED PROGRAM MATERIAL ARE PRESENTED.).

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AN ED072881.
IN ILLINOIS UNIV. URBANA. AGRICULTURAL EXPERIMENT STATION. (BBB00781).
TI DIFFERENCES IN ACADEMIC CAPABILITY BETWEEN RURAL YOUTH PLANNING AND NOT PLANNING TO GO TO COLLEGE.
SN DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C. (FGK21416).
NT 15P.
YR 64.
MJ ACADEMIC-ABILITY. COLLEGE-BOUND-STUDENTS. COMPARATIVE-STATISTICS. HIGH-SCHOOL-STUDENTS. RURAL-EDUCATION.
MN ACHIEVEMENT-TESTS. EDUCATIONAL-NEEDS. TABLES-DATA. TESTING.
ID ILLINOIS.
AB THE RESULTS OF ANALYSES OF COLLEGE-BOUND VERSUS NON-COLLEGE-BOUND RURAL YOUTH ON TESTS AND PERSONAL DATA AVAILABLE ON THE IBM CARDS IN THE OFFICE OF HIGH SCHOOL TESTING AT THE UNIVERSITY OF ILLINOIS ARE PRESENTED IN THIS REPORT ON THE SECOND PART OF A 3-PART STUDY ON THE EDUCATIONAL NEEDS OF RURAL YOUTH. THE DATA ON IBM CARDS FOR 2,326

JUNIORS AND SENIORS IN 24 HIGH SCHOOLS IN 8 WIDELY SEPARATED ILLINOIS COUNTIES--CARROLL, MERCER, MARSHALL, MOULTRIE, CALHOUN, FRANKLIN, ALEXANDER, AND PULASKI--WERE ANALYZED. THE ANALYSIS WAS LIMITED TO TEST SCORES ON ABSTRACT REASONING, VERBAL REASONING, THE TOTAL OF THESE 2, NATURAL SCIENCE READING, SOCIAL SCIENCE READING, WRITING, AND FUNCTIONAL AND CONVENTIONAL ERRORS IN WRITING. THERE WERE STATISTICALLY SIGNIFICANT DIFFERENCES IN THE MEANS OF SCORES ON ALL TESTS BETWEEN THOSE WHO PLANNED TO GO TO COLLEGE AND THOSE WHO DID NOT PLAN TO GO. THE DIFFERENCES FAVORED THOSE WHO PLANNED TO ATTEND COLLEGE. AN IMPLICATION WHICH AROSE FROM THE FINDINGS WAS THAT THE HIGH SCHOOLS ARE PROVIDING TRAINING IN PREPARATION FOR COLLEGE AND THAT ACTION SHOULD BE TAKEN TO PROVIDE JOB TRAINING FOR THE NON-COLLEGE-BOUND STUDENTS; FOR THE 1962-63 SAMPLE OF 2,326 JUNIORS AND SENIORS, 60% DID NOT PLAN TO GO TO COLLEGE. THE 3RD PART OF THE STUDY WILL INCLUDE OCCUPATIONAL DATA, PERSONALITY TESTS, AND OTHER INFORMATION ON ABOUT 3,000 JUNIORS AND SENIORS IN ALL SCHOOLS IN THESE 8 COUNTIES.

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AN EJ167225.
TI RURAL EDUCATORS DEVELOP MODEL CAREER PROGRAM.
YR 77.
MJ CAREER-EDUCATION. CURRICULUM-DEVELOPMENT. CAREER-AWARENESS. INTEGRATED-CURRICULUM.
MN ELEMENTARY-EDUCATION. OCCUPATIONAL-CLUSTERS. PROGRAM-DESCRIPTIONS. INSERVICE-TEACHER-EDUCATION. TEACHER-WORKSHOPS. RURAL-SCHOOLS.
ID ILLINOIS (MANSFIELD); ILLINOIS.
AB THIS DESCRIPTION OF THE DEVELOPMENT OF THE MANSFIELD, ILLINOIS, K-6 CAREER AWARENESS MODEL PROGRAM FOR ELEMENTARY SCHOOL STUDENTS COVERS THE FOLLOWING AREAS: PROGRAM OBJECTIVES, INSERVICE TRAINING AND WORKSHOPS FOR PERSONNEL, CURRICULUM OUTLINES OF OCCUPATIONAL CLUSTERS, AND THE INTEGRATION OF CAREER DEVELOPMENT AND SUBJECT MATTER CONCEPTS.

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AN EJ035583.
TI RURAL EDUCATION--DISADVANTAGED YOUTH.
YR 71.
MJ DISADVANTAGED-YOUTH. EDUCATIONAL-PROGRAMS. RURAL-EDUCATION. VOCATIONAL-EDUCATION.
MN COMPARATIVE-ANALYSIS. EXPERIMENTAL-PROGRAMS. RURAL-FAMILY.
ID ILLINOIS.

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RIS Report/PPF0000481
Printed 09.04.05 on 02/22/80

NAME OR TITLE OF RESOURCE:
A System Approach to Individualized Instruction (SAIL)

ABSTRACT:
This is a systematic instructional program in the basic skill areas of readng and mathematics. The target audience is students of all ability levels in grades 1-8. SAIL has developed criterion referenced tests and learning modules for 155 reading skills; plus200 criterion referenced tests and learning modules for the computational skills of mathematics. The project has also developed sets of teacher questions plus student worksheets to accompany over 400 paperback books. Each set of questions has been divided into lessons with each lesson having questions of 5 levels o comprehension: 2 handbooks is available to help the teacher manage any of the component parts. The program can be adopted to the areas of diagnosis or basic skill development. Evaluation data showed a positive impact on the academic progress of project students.

DESCRIPTORS:
Rural Areas
Elementary Education
* Basic Skills
Criterion Referenced Tests
* Instructional Systems
Teaching Methods
Reading
Program Descriptions
* Diagnostic Teaching
* Individualized Instruction
* Systems Approach
Instructional Materials
Teaching Techniques
Mathematics

IDENTIFIERS:
Esea Title Iii
National Diffusion Network

CONTACT PERSON:
Charles L. Barker
None listed.
345 Merlin Road
Merlin, Oregon 97532
PHONE: (503)-479-6313

YEARS OF OPERATION: <5

VALIDATION: National Evaluation

TYPE OF RESOURCE:
Program/Practice.

SCHOOL DISTRICT/AGENCY:
Josephine County School District
706 Northwest "A" St.
Grants Pass, OR 97526
County: None listed.

75

RIS Report/PPF0000047
Printed 09.09.30 on 02/22/80

NAME OR TITLE OF RESOURCE:
Pegasus

ABSTRACT:
This personalized program includes diagnosis of student needs, selection of appropriate materials, and assessment of student gains for the regular classroom. The curriculum structure consists of performance objectives and diagnostic instruments on seventeen sequential reading levels for K-12 grade students. After diagnosis, students are grouped and sub-grouped according to established needs. Learning activities are developed, coded, and shared by teachers during inservice sessions. (MLD)

DESCRIPTORS:
* Reading Instruction
* Reading Diagnosis
* Reading Difficulty
Diagnostic Tests
Elementary Secondary Education
Rural Areas
Reading Development
* Performance Based Education
* Individualized Instruction
Diagnostic Teaching
Program Descriptions

IDENTIFIERS:
* Illinois Region 2
National Diffusion Network
Esea Title Iv

CONTACT PERSON:
Cheryl Hendress
Project Director
Educational Service Region
Bureau County Courthouse
Princeton, IL 61356
PHONE: (815)-875-1529

YEARS OF OPERATION: <5

VALIDATION: National Evaluation State Evaluation
: Developer Evaluation

TYPE OF RESOURCE:
Program/Practice, Human Resource.

SCHOOL DISTRICT/AGENCY:
Educational Service Region
Bureau County Courthouse
Princeton, IL 61356
Phone: (815)-875-1529
County: Bureau

NUMBER OF EMPLOYEES: 51-100

RIS Report/PPF0000041
Printed 09.12.27 on 02/22/80

NAME OR TITLE OF RESOURCE:
Early Prevention of School Failure

ABSTRACT:
A northern Illinois school district's program to prevent school failure through early identification and remediation of developmental learning deficiencies in children ages 4-6 that would adversely affect their school performance is described here. The objectives include screening all children ages 4-6 prior to initial school enrollment to identify those with learning problems; providing professional services to teachers and parents to acquire skills and competencies for giving successful learning experiences to all children; and providing special educational service for children identified as having moderate or severe learning problems. Training materials, awareness brochures, leadership training kits with filmstrip and tape, screening kits and project demonstration curriculum guides are available at moderate costs. Results have shown that children having severe learning problems made sufficient achievement gains to establish that school failure can be prevented when learning problems are identified early and special assistance is given as an integral part of a

DESCRIPTORS:
Academic Achievement
* Prevention
* Identification
Program Descriptions
* Academic Failure
Rural Areas
* Learning Disabilities
Mathematics Education

IDENTIFIERS:
* Illinois Region 1
National Diffusion Network
Esea Title Iv

CONTACT PERSON:
Lucille Werner
Project Director
Peotone Community Unit School District 207U
West and Wilson St.
Peotone, IL 60468
PHONE: (312)-258-3478

YEARS OF OPERATION: <5

VALIDATION: National Evaluation State Evaluation
: Developer Evaluation

TYPE OF RESOURCE:
Program/Practice, Human Resource, Resource Materials.

SCHOOL DISTRICT/AGENCY:
Peotone Community Unity School District 207U
West and Wilson St.
Peotone, IL 60468
Phone: (312)-258-3246
County: Will

NUMBER OF EMPLOYEES: 51-100

FORMS OF INFORMATION DISSEMINATED:
Types: Pamphlets/Brochures, Articles/Books, Films/Filmstrips.
Region for Distribution: Local.

RIS Report/PPF0000039
Printed 09.16.36 on 02/22/80

NAME OR TITLE OF RESOURCE:
Education by Choice

ABSTRACT:
The purpose of Education by Choice is to provide seven alternative schools to the 1450 11th and 12th grade students of Quincy Senior High No. 2. The project uses a process orientation involving teachers, administrators, students, parents, and community members. The process includes needs assessment, techniques, consensus, shared decision-making, problem-solving strategies, and communication techniques. The goal of the project is the creation of a training environment which positively inences affective behavior of participants and which facilitates their continuous cognitive growth. No special facilities are required for adoption of this program. Project staff individually and in teams provide a training program according to needs of the adopting district. The training program retains the flexibility to meet particular needs of districts and instruction centers on teaching local personnel how to provide training and technical assistance to the adopting district. (AP)

DESCRIPTORS:
* Alternative Schools
Instructional Innovation
* Community Involvement
Program Descriptions
* Educational Alternatives
Communication Skills
Secondary Education
Rural Areas

IDENTIFIERS:
* Illinois Region 3
National Diffusion Network
Esea Title Iv

CONTACT PERSON:
Richard F. Haugh
Project Director
Quincy Senior High II
3322 Maine Street
Quincy, IL 62301
PHONE: (217)-224-3770

VALIDATION: National Evaluation State Evaluation
: Developer Evaluation

TYPE OF RESOURCE:
Program/Practice.

SCHOOL DISTRICT/AGENCY:
Quincy School District 172
1444 Maine Street
Quincy, IL 62301
Phone: (217)-223-8700
County: Adams

RIS Report/PPF0000034
Printed 09.20.57 on 02/22/80

NAME OR TITLE OF RESOURCE:
Developement of Metric System Learning Media Laboratories.

ABSTRACT:
Development of Metric Systems Learning Media Laborator gives teachers and all students a chance to learn the metric measurement system by experiment, discovery, inquiry, and independent study in a central Illinois elementary district. The learning center is centrally located in the district with mini-labs transportable throughout the district. Local and area workshops have been conducted by project staff and will continue to be offered as time permits during the year. Information is disseminated locally and statewide to promote the project and packaged materials are available to other districts who wish to implement the program. The project will operate as a dissemination diffusion center in the future as funding permits. Project staff will be available to promote the project through conference and workshop presentations.

DESCRIPTORS:
* Mathematics Instruction
* Inservice Teacher Education
Elementary Education
* Metric System
* Learning Laboratories
Rural Areas

IDENTIFIERS:
Illinois Region 5
National Diffusion Network
Esea Title Iv

CONTACT PERSON:
Paul Walther
Assistant Director (Superintendent)
211 North Kennedy Blvd.
Vandalia, IL 62471
PHONE: (618)-283-0132

YEARS OF OPERATION: <5

VALIDATION: National Evaluation State Evaluation
: Developer Evaluation

TYPE OF RESOURCE:
Program/Practice.

SCHOOL DISTRICT/AGENCY:
Vandalia Community Unit School District 203
Box 100
Vandalia, IL 62471
Phone: (618)-283-0132

RIS Report/PPF0000033
Printed 09.25.33 on 02/22/80

NAME OR TITLE OF RESOURCE:
Safety Attitude Formation Education, Project SAFE

ABSTRACT:
Safety Attitude Formation Education, Project SAFE, is an activity to provide training and evaluation in all types of safety programs, e.g., vocational, mini-bike, motorcycle, firearms, boating, snowmobile, defensive driving, and bus driving for age groups preschool through college. The project is located in a northern Illinois school district. Activities will be expanded into a teachers' guide in the form of packaged sections providing school districts with procedural informagion for duplicating the project in their own school districts. Facilities can be easily adapted based on the packaged guide selected by the district. The project has shown positive results with the involvement of school board, local industry, and community groups. Information regarding Project SAFE is available through pamphlets, articles, films, and slife presentations. The outcome of the project will be to provide proven, effective safety concepts and methods for existing staffs in other school districts. (AP)

DESCRIPTORS:
* Safety Education
* Transportation
Communication Skills
Elementary Secondary Education
Higher Education
Program Descriptions
* Inservice Teacher Education
Values
Mathematics Education
Rural Areas

IDENTIFIERS:
* Illinois Region 2
National Diffusion Network
Esea Title Iv

CONTACT PERSON:
Terry Tamblyn
Project Director
Sterling Community Unity School District 5
1800 North Sixth St.
Sterling, IL 61081
PHONE: (815)-626-5050

YEARS OF OPERATION: <5

VALIDATION: National Evaluation State Evaluation

TYPE OF RESOURCE:
Program/Practice, Human Resource, Resource Materials.

SCHOOL DISTRICT/AGENCY:
Sterling Community Unit School District 5
1800 North St.
Sterling, IL 61801
Phone: (815)-625-3620
County: Whiteside

NUMBER OF EMPLOYEES: 1-30

Notes and Additional Comments on Administrative Agency:
Community safety programs are integrated into this program whenever possible.

RIS Report/PPF0000032
Printed 09.30.14 on 02/22/80

NAME OR TITLE OF RESOURCE:
Intellectual Abilities Educational Program: Guilford Piaget Integrated

ABSTRACT:
The goal of the program is to provide the children diagnosed as deficient in mental or reading abilities with an opportunity to succeed in the educational system by individually assisting them to improve. The educational model consists of the"Davis Transistional Model for individualizing the Instruction." The reading materials and objectives are organized according to Guilford's "Structure of the Intellect" and is subsequently interfaced with each individual's structure of intellectual abilities."The Structure of the Intellect"is the mechanism through which diagnostic and curricular materials are integrated to individualize instruction. An intensive teacher inservice training program is conducted to enable teachers to understand and utilize the curriculum to provide an individualized educational program for each student. Students participating in this program were preschoolers and grades one to six. The desired outcome of the project is the development of a curriculum that will be applicable not only to the learner identified as di

DESCRIPTORS:
* Exceptional Child Education
* Individualized Instruction
Reading Instruction
Inservice Teacher Education
* Teaching Models
Mathematics Education
Rural Areas
* Remedial Programs
Intellectual Development
Mathematics Instruction
* Curriculum Development
Program Descriptions
Elementary Education

IDENTIFIERS:
* Illinois Region 5
National Diffusion Network
Esea Title Iv

CONTACT PERSON:
William J. Davis
Project Director
R.R. 3
Waterloo, IL 62298
PHONE: (618)-473-2215

YEARS OF OPERATION: <5

VALIDATION: National Evaluation State Evaluation

TYPE OF RESOURCE:
Program/Practice, Human Resource, Resource Materials.

SCHOOL DISTRICT/AGENCY:
Smithton Comm. School Dist 130
P.O. Box 218
Smithton, IL 62285
Phone: (618)-473-2215
County: Monroe

Notes and Additional Comments on Administrative Agency:
Additional services include curriculum reform, early childhood education, and individualized instruction programs.

RIS Report/PPF0000030
Printed 09.34.38 on 02/22/80

NAME OR TITLE OF RESOURCE:
Matteson Four Dimensional Reading Program

ABSTRACT:
The purpose of this program is to develop reading skills for students in grades four to eight and for the students to reach their individual expectancy levels. Basic skills are developed for critical reading and comprehension. Methods of resource dispersal consist of pamphlets, brochures, articles, and books in the academic setting. Forty to sixty percent of student time is spent in reading activities. Administrators and teachers make the decision to adopt the program while the school district decides to accept the program. An agreement is signed by producers and adopters of the program. Non-public school participation is offered and if rejected, a letter documenting the school's rejection is kept on file. A school district is adopted if it wished to participate. The program is implemented by the classroom teachers and managed by the principal after receiving training. The principals also become resource trainers for the school while staff provide follow-up consultation to adopters. Demonstrations are held two Fridays a month by project members.(IS)

DESCRIPTORS:
Reading
* Reading Skills
Individualized Reading
Reading Development
* Reading Comprehension
Rural Areas
Program Descriptions
* Critical Reading
Junior High Schools
Developmental Reading
Intermediate Grades

IDENTIFIERS:
Illinois Region 1
National Diffusion Network
Esea Title Iv

CONTACT PERSON:
Allan Dornseif
Project Director
21244 Illinois
Matteson, IL 60443
PHONE: (312)-748-0100

YEARS OF OPERATION: <5

VALIDATION: National Evaluation State Evaluation
: Developer Evaluation

TYPE OF RESOURCE:
Program/Practice, Human Resource, Resource Materials.

SCHOOL DISTRICT/AGENCY:
Matteson Reading Service Center
21244 Illinois
Matteson, IL 60443
Phone: (312)-748-0100
County: Cook

NUMBER OF EMPLOYEES: 101-500

TYPE OF AGENCY:
Educational: Preschool Facility.

RIS Report/PPF0000026
Printed 09.39.31 on 02/22/80

NAME OR TITLE OF RESOURCE:
Career Education through Multi-Experience Centers

ABSTRACT:
Career education through Multi-Experience Centers is located in central Illinois and provides for instruction in basic skills and interpersonal relations, and offers career-oriented materials. The project is highly transpoable since it is feasible for interested districts to adopt/adapt the entire concept or separate elements. An adopting district could introduce the concept using available resources. Centers may be scheduled by any teacher in the district and are used to capacity by special and regular students. There are 1075 preschool-high school students in the project. There are 7 or 8 individuals now available for off-site visitations. The 11 career centers selected for the project are construction, health, maintenance and repair, food services, horticulture, career city, grooming, laundry, upholstry, and production. Several different types of materials are available for review and transportation.

DESCRIPTORS:

* Career Education	Vocational Education
Learning Motivation	* Basic Skills
Special Education	* Learning Laboratories
Rural Areas	Mathematics Education
Elementary Secondary Education	

IDENTIFIERS:

* Illinois Region 3	Esea Title Iv
National Diffusion Network	

CONTACT PERSON:
Richard Haug
Projector Director
Quincy School District 172
1444 Maine St.
Quincy, IL 6230
PHONE: (217)-223-8700

YEARS OF OPERATION: <5

VALIDATION: National Evaluation State Evaluation

TYPE OF RESOURCE:
Program/Practice, Human Resource, Resource Materials.

SCHOOL DISTRICT/AGENCY:
Quincy School District 172
1444 Maine St.
Quincy, IL 62301
Phone: (217)-223-8700
County: Adams

NUMBER OF EMPLOYEES: 500+

FORMS OF INFORMATION DISSEMINATED:
Types: Pamphlets/Brochures, Films/Filmstrips, Presentations.
Region for Distribution: Local.
6-10 On-Site Visitors are allowed without an Entry Fee.

RIS Report/PPF0000011
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NAME OR TITLE OF RESOURCE:
Alice Independent School District

ABSTRACT:
The Alice bilingual project attacks the problem of deficiency in English performance for the Spanish-speaking child, grades kindergarten through seventh. The goal of the project is successful achievement by the student of educational goals using two languages, developing proficiency in both, but acknowledging English as the first language. The curriculum structure consists of performance objectives (for math, reading, and language arts), evaluation tests and mastery charts of the objectives kept for each child. No single approach is used; individualized instruction is stressed. Teachers enroll voluntarily and receive training through Texas Education Agency Institut (a project information package is now being developed on this project). The students kindergarten through seventh heterogeneous groups both Spanish and English, are taught in math, language arts, and reading. No awareness material is available. Program evaluation is carried out accordin to a timeline evaluation design that incorporates all testing and any type of evaluation done throughout the year.

DESCRIPTORS:
* Spanish Speaking
* Biculturalism
Staff Improvement
Rural Areas
English
* Bilingual Education
Elementary Education
* Language Skills

IDENTIFIERS:
Esea Title Iv
National Diffusion Network
* Illinois Region 1
Texas

CONTACT PERSON:
Maria Claudine Hernandez
Project Director
200 North Reynolds Street
Alice, Texas 78332
PHONE: (512)-664-0981

YEARS OF OPERATION: <5

VALIDATION: National Evaluation

TYPE OF RESOURCE:
Program/Practice.

SCHOOL DISTRICT/AGENCY:
Alice Independent School District
200 North Reynolds Street
Alice, Texas 78332
Phone: (512)-664-0981
County: not located

FORMS OF INFORMATION DISSEMINATED:
Types: Pamphlets/Brochures.
Region for Distribution: Local.

Section IX: Additional Resources

A. Miscellaneous citations from ERIC

B. List of organizations relating to rural education

C. Rural Education/Rural Schools--Books in Print

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AN ED160334.
AU WHEAT-VALERIE COMP. CONRAD-JUDI COMP.
TI RURAL WOMEN AND EDUCATION: ANNOTATED SELECTED REFERENCES AND RESOURCES. BIBLIOGRAPHY SERIES: 6.
SN OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. (R4Q66000).
MJ ANNOTATED-BIBLIOGRAPHIES. EDUCATIONAL-NEEDS. FEMALES. ORGANIZATIONS-GROUPS. RURAL-POPULATION. WORKING-WOMEN.
MN ACADEMIC-ASPIRATION. AGRICULTURE. BIBLIOGRAPHIES. BOOKS. DIRECTORIES. FUTURES-OF-SOCIETY. HISTORY. OCCUPATIONAL-ASPIRATION. OCCUPATIONS. PUBLICATIONS. RESEARCH-NEEDS.
ID RURAL WOMEN.
AB BOTH LITERATURE AND ORGANIZATIONAL CITATIONS ARE INCLUDED IN THIS ANNOTATED BIBLIOGRAPHY ON RURAL WOMEN. LITERATURE CITATIONS RANGE BETWEEN 1939 AND 1977, WITH THE MAJORITY OF THE CITATIONS REPRESENTING LITERATURE PUBLISHED IN THE 70'S. DESIGNED TO STIMULATE FURTHER INVESTIGATION AND DISSEMINATION OF INFORMATION ON RURAL WOMEN, THIS BIBLIOGRAPHY INCLUDES THE FOLLOWING: BIBLIOGRAPHIES (5 CITATIONS); HISTORICAL AND CONTEMPORARY PERSPECTIVES (20 CITATIONS); EDUCATIONAL, OCCUPATIONAL, AND PERSONAL ASPIRATIONS (11 CITATIONS); EDUCATION (9 CITATIONS); WORK (16 CITATIONS); PERIODICALS (8 CITATIONS); RESOURCE GROUPS, INCLUDING A NATIONAL DIRECTORY, A LIST OF RURAL WOMEN'S GROUPS (6 CITATIONS), A LIST OF WOMEN'S GROUPS WITH RURAL INTERESTS (5 CITATIONS), AND A LIST OF NATIONAL GROUPS WITH RURAL INTERESTS (23 CITATIONS). THE ORGANIZATIONAL CITATIONS INCLUDE ADDRESSES, PHONE NUMBERS, CONTACT PERSONS, AND A BRIEF OVERVIEW OF THE ORGANIZATION'S ACTIVITIES AND INTEREST AREAS.

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AN ED151127.
AU BURLINGAME-MARTIN.
TI DECLINING ENROLLMENTS AND SMALL RURAL CITIES AND DISTRICTS: AN EXPLORATORY ANALYSIS.
MJ BOARDS-OF-EDUCATION. CONSOLIDATED-SCHOOLS. DECLINING-ENROLLMENT. POLICY-FORMATION. RURAL-AREAS. SMALL-SCHOOLS.
MN CASE-STUDIES. COMMUNITY-INVOLVEMENT. POLITICS. SCHOOL-ADMINISTRATION.
ID ILLINOIS.
AB BASED ON CASE STUDIES OF THE IMPACT OF DECLINING ENROLLMENTS DURING THE 1976-77 SCHOOL YEAR IN EACH OF 9 RURAL ILLINOIS SCHOOL DISTRICTS, THIS PAPER ADDRESSES THE FOLLOWING: ENROLLMENT DECLINE IN SMALLER CITIES ACROSS THE NATION, WITH PARTICULAR EMPHASIS ON ILLINOIS; DEMOGRAPHIC CHARACTERISTICS OF THE EAST CENTRAL REGION OF ILLINOIS, WITH PARTICULAR EMPHASIS ON DECLINING STUDENT ENROLLMENT; THE PROCESS OF SMALL SCHOOL DISTRICT MARAMUS IN EAST CENTRAL ILLINOIS AND THE LINKAGE BETWEEN THIS PROCESS AND SMALL COMMUNITY POLITICS; AND ONE WAY OF INTERPRETING THE CONSOLIDATION OF SMALLER SCHOOL DISTRICTS. THE MARAMUS PROCESS (A CONCEPT MEANING A WASTING AWAY) IS OUTLINED AS FOLLOWS: ADMINISTRATIVE RECOGNITION OF DECLINING ENROLLMENT; INITIAL SEARCH BEHAVIOR BY ADMINISTRATORS; ADMINISTRATIVE GENERATION OF POLICY ALTERNATIVES; SUPERINTENDENT/SCHOOL BOARD DISCUSSION; SCHOOL BOARD CONTROLLED PUBLIC DISCUSSION; SCHOOL BOARD MEETING; SCHOOL BOARD DECISION; CONTINUED DECLINING ENROLLMENTS; SUPERINTENDENT/BOARD DISCUSSIONS ABOUT ALTERNATIVES; PUBLIC ACRIMONY OVER THE CLOSING OF A SCHOOL AND CONSOLIDATION WITH ANOTHER DISTRICT; SCHOOL BOARD MEETING

TO CLOSE THE SCHOOL AND CONSOLIDATE THE DISTRICT. THIS PAPER SUGGESTS, THEN, A GENERALIZED MODEL OF EVENTS IN THE DISTRICTS EXAMINED; WHEREIN, SMALL COMMUNITY POLITICS PLAYS AN IMPORTANT RULE IN THE DETERMINATION OF COMMUNITY PROBLEM SOLVING.

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AN ED149944.
AU DUNNE-FAITH.
TI SMALL-SCALE RURAL EDUCATION: PROSPECTS FOR THE EIGHTIES.
MJ EDUCATIONAL-CHANGE. EDUCATIONAL-DEVELOPMENT. EDUCATIONAL-TRENDS. RURAL-EDUCATION. SMALL-SCHOOLS.
MN COMMUNITY-ACTION. CONSOLIDATED-SCHOOLS. CURRICULUM-DEVELOPMENT. EDUCATIONAL-NEEDS. PROGRAM-DEVELOPMENT. RESEARCH-NEEDS. RURAL-SCHOOLS.
AB TODAY, AFTER NEARLY 100 YEARS OF PRESSURE TOWARD CONSOLIDATION, COMMUNITIES WHICH HAVE RESISTED CONSOLIDATION FOR THE LAST GENERATION ARE FINALLY GETTING SOME SUPPORT. SOME OF THIS SUPPORT COMES FROM SIMPLE FACTS AND FIGURES. THERE IS STRONG EVIDENCE THAT CENTRALIZED SCHOOLS ARE EXPENSIVE, REMOTE FROM THE COMMUNITIES THEY ARE SUPPOSED TO SERVE, AND NOT ESPECIALLY SATISFACTORY TO TEACHERS, PARENTS, OR STUDENTS. TODAY, POLICY MAKERS SEEM TO BE RECOGNIZING THAT RURAL AMERICA HAS ITS OWN UNIQUE AND DESIRABLE QUALITIES. THIS HAS BEEN TRANSLATED INTO A NEWLY RECEPTIVE ENVIRONMENT FOR PEOPLE CONCERNED WITH RURAL ISSUES, AND ESPECIALLY FOR THOSE INTERESTED IN SMALL-SCALE, COMMUNITY-BASED SOLUTIONS TO GENERAL RURAL PROBLEMS. SINCE IT WOULD APPEAR THAT THE EIGHTIES WILL BE A FERTILE DECADE FOR PEOPLE DEVOTED TO THE IMPROVEMENT OF RURAL EDUCATION, THERE ARE THREE CLEAR AREAS WHICH ARE CRITICALLY IN NEED OF WORK: BASIC RESEARCH ON SMALL SCHOOL PROBLEMS, PRACTICES, AND UNIQUE FEATURES; CURRICULUM AND PROGRAM DEVELOPMENT WHICH BUILDS ON THOSE UNIQUE FEATURES, AND WHICH MAKES USE OF CHILDREN'S RURAL LIFE EXPERIENCES; AND THE ELABORATION AND IMPLEMENTATION OF MODELS FOR FUNDING AND REGULATING SMALL RURAL SCHOOLS. MUCH OF THE BURDEN FOR THIS WORK IS GOING TO DEVOLVE ON PEOPLE SUCH AS THE MEMBERS OF PURE (PEOPLE UNITED FOR RURAL EDUCATION). HOWEVER, ONCE THIS PIONEER WORK HAS BEEN DONE, IT CAN BE ADAPTED TO THE NEEDS AND USES OF OTHER RURAL COMMUNITIES.

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AN ED144772.
TI RURAL EDUCATION, A BIBLIOGRAPHY OF ERIC ABSTRACTS. SUPPLEMENT NO. 3.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
MJ ABSTRACTS. ANNOTATED-BIBLIOGRAPHIES. PERIODICALS. RURAL-AREAS. RURAL-DEVELOPMENT. RURAL-EDUCATION.
MN ADULT-EDUCATION. CITATION-INDEXES. DEVELOPING-NATIONS. EXTENSION-EDUCATION. PROGRAM-DESCRIPTIONS. PROGRAM-EVALUATION. PROGRAM-GUIDES. RURAL-POPULATION. RURAL-SCHOOLS. RURAL-URBAN-DIFFERENCES. RURAL-YOUTH. SUBJECT-INDEX-TERMS. VOCATIONAL-EDUCATION.
ID WORLD CONGRESS OF RURAL SOCIOLOGY (4TH).
AB COMPILED TO PROVIDE ACCESS TO SOME OF THE LATEST RESOURCE MATERIALS, RESEARCH FINDINGS, AND/OR DEVELOPMENTS IN RURAL EDUCATION, THIS BIBLIOGRAPHY SUPPLEMENTS SEVEN PREVIOUS PUBLICATIONS, PROVIDING CUMULATIVE COVERAGE. SECTION I OF THIS SUPPLEMENT CONTAINS 180 CITATIONS AND ABSTRACTS TAKEN FROM THE APRIL 1976 THROUGH MAY 1977 ISSUES OF "RESOURCES IN EDUCATION" (RIE). EACH RIE ENTRY INCLUDES AN EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) ACCESSION NUMBER

(ED), PUBLICATION DATE, TITLE AUTHOR(S), DESCRIPTORS, IDENTIFIERS, DESCRIPTIVE NOTE, AND AN ABSTRACT. DERIVED FROM THE APRIL 1976 THROUGH MAY 1977 ISSUES OF "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE), SECTION II INCLUDES 79 CITATIONS WHICH ARE ANNOTATED WHEN NECESSARY. EACH CIJE ENTRY INCLUDES AN ERIC ACCESSION NUMBER (EJ), PUBLICATION DATE, TITLE, AUTHOR(S), DESCRIPTORS, IDENTIFIERS, AND JOURNAL CITATION. A WIDE VARIETY OF MATERIAL IS COVERED (E. G. TECHNICAL REPORTS, BOOKS, PROGRAM DESCRIPTIONS, GUIDES, ANNUAL REPORTS, CONFERENCE REPORTS, ETC.). SECTIONS III, IV, V, AND VI PRESENT: AN RIE AND CIJE SUBJECT INDEX; A LIST OF PREVIOUS BIBLIOGRAPHIES, A LIST OF THE 16 ERIC CLEARINGHOUSES AND THEIR AREAS OF EXPERTISE; AND ORDERING INFORMATION. SUBJECT AREAS MOST FREQUENTLY CITED IN THIS BIBLIOGRAPHY INCLUDE: VOCATIONAL EDUCATION; ADULT EDUCATION; DEVELOPING NATIONS; PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; PROGRAM GUIDES; RURAL DEVELOPMENT; RURAL EDUCATION; RURAL AREAS; RURAL POPULATION; RURAL SCHOOLS; RURAL URBAN DIFFERENCES; RURAL YOUTH; AND WORLD CONGRESS OF RURAL SOCIOLOGY.

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AN ED144728.
AU EDINGTON-EVERETT. HAYS-LEONARD.
TI EXEMPLARY DISSEMINATION PROGRAMS FOR INTERMEDIATE UNITS SERVING RURAL SCHOOLS.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
PJ DEMONSTRATION-PROGRAMS. INFORMATION-DISSEMINATION. INTERMEDIATE-ADMINISTRATIVE-UNITS. MODELS. PROGRAM-DESCRIPTIONS. RURAL-SCHOOLS.
MN ADVISORY-COMMITTEES. AUDIOVISUAL-AIDS. CAREER-EDUCATION. COMPUTER-ORIENTED-PROGRAMS. EDUCATIONAL-TELEVISION. INSTRUCTIONAL-MATERIALS. LIBRARY-CIRCULATION. NEWSLETTERS. PROGRAMED-INSTRUCTION. SPECIAL-EDUCATION. SPECIAL-SERVICES. SYNTHESIS. WORKSHOPS.
AB UTILIZING INFORMATION DERIVED FROM DOCUMENTS, SITE VISITS, CORRESPONDENCE, AND PERSONAL INTERVIEWS RE: 6 INTERMEDIATE EDUCATION UNITS SERVING RURAL SCHOOLS WHICH WERE INITIALLY IDENTIFIED VIA A MAIL SURVEY, THIS REPORT DESCRIBES INTERMEDIATE EDUCATION UNITS WITH EXEMPLARY INFORMATION DISSEMINATION PROGRAMS. VARYING CONSIDERABLY, EACH PROGRAM IS DESCRIBED IN TERMS OF ITS POPULATION'S NEEDS AND THE FOLLOWING ARRAY OF EMPHASES: NEWSLETTERS; WORKSHOPS; COMPUTER SYSTEMS; INFORMATION SPECIALISTS; LIBRARY LOANS; DEPARTMENT OF EDUCATION SERVICES/MATERIALS; PROGRAM ANALYSIS; PROGRAMMED INSTRUCTION; EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) SEARCHES; TV STATION/INSTRUCTION; VIDEO MATERIALS; OCCUPATIONAL EDUCATION; SPECIAL EDUCATION; CURRICULUM MATERIALS OR EDUCATION INFORMATION CENTERS; AUDIO-VISUAL CENTERS; RURAL LEARNING CENTERS; LINKER COUNCILS OR AREA-WIDE ADVISORY COMMITTEES; PROFESSIONAL DEVELOPMENT CENTERS; "PROGRAMS THAT WORK"; COURIER SERVICES; ITINERANT TEACHERS; SPECIAL SERVICES; PROJECT COORDINATING INFORMATION FOR TEXAS EDUCATORS (CITE); AND CRIME AND DRUG PREVENTION. THE SIX INTERMEDIATE EDUCATION UNITS DESCRIBED HEREIN INCLUDE: WELD BOARD OF COOPERATIVE EDUCATION SERVICES (BOCES) IN LA SALLE, COLORADO; BROOME-TIOGA BOARD OF COOPERATIVE EDUCATION SERVICES IN SOUTHERN NEW YORK STATE; COOPERATIVE EDUCATIONAL SERVICE AGENCY NUMBER 3 IN GILLETT, WISCONSIN; LIGHTHOUSE SCHOOLS' REGIONAL SUPPLEMENTAL CENTER IN MARQUETTE, MICHIGAN; UMATILLA INTERMEDIATE EDUCATION DISTRICT IN PENDLETON, OREGON; AND REGION X EDUCATION SERVICE CENTER (ESC) IN RICHARDSON, TEXAS.

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AN ED141059.
TI SMALL SCHOOLS, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 3.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
MJ ANNOTATED-BIBLIOGRAPHIES. EDUCATIONAL-ALTERNATIVES. EDUCATIONAL-RESEARCH. EDUCATIONAL-TRENDS. RURAL-AREAS. SMALL-SCHOOLS.
MN ABSTRACTS. CITATION-INDEXES. ENROLLMENT-TRENDS. HIGHER-EDUCATION. PRIMARY-EDUCATION. SCHOOL-DISTRICTS. SCHOOL-SIZE. SUBJECT-INDEX-TERMS.
ID WESTERN STATES SMALL SCHOOLS PROJECT.
AB COMPILED TO PROVIDE ACCESS TO SOME OF THE LATEST RESOURCE MATERIALS, RESEARCH FINDINGS, AND/OR DEVELOPMENTS IN SMALL SCHOOL EDUCATION, THIS ANNOTATED BIBLIOGRAPHY SUPPLEMENTS THREE PREVIOUS BIBLIOGRAPHIES WHICH IN CONJUNCTION WITH FOUR OTHERS PUBLISHED UNDER THE TITLE "RURAL EDUCATION AND SMALL SCHOOLS" PROVIDES CUMULATIVE COVERAGE. SECTION I OF THIS BIBLIOGRAPHY CONTAINS 26 CITATIONS TAKEN FROM THE APRIL 1976 THROUGH MAY 1977 ISSUES OF "RESOURCES IN EDUCATION" (RIE). EACH RIE ENTRY INCLUDES AN EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) ACCESSION NUMBER, PUBLICATION DATE, TITLE, AUTHOR(S), DESCRIPTORS, IDENTIFIERS, DESCRIPTIVE NOTE, AND AN ABSTRACT. DERIVED FROM THE APRIL 1976 THROUGH MAY 1977 ISSUES OF "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE), SECTION II INCLUDES 15 CITATIONS WITH INFORMATION COMPARABLE TO THAT FOUND IN THE RIE ENTRIES AND ANNOTATIONS WHEN NECESSARY. SECTIONS III AND IV PRESENT AN RIE/CIJE SUBJECT INDEX AND A LIST OF PREVIOUS SMALL SCHOOL BIBLIOGRAPHIES, WHILE SECTIONS V AND VI PRESENT A DESCRIPTIVE LISTING OF ALL ERIC CLEARINGHOUSES AND ORDERING INFORMATION, RESPECTIVELY. INCLUDING PROGRAM DESCRIPTIONS, RESEARCH REPORTS, AND NUMEROUS OTHER PUBLICATION TYPES, THIS BIBLIOGRAPHY REVEALS RECENT EMPHASIS IN THE FOLLOWING SUBJECT AREAS: EDUCATIONAL TRENDS; ENROLLMENT TRENDS; EDUCATIONAL ALTERNATIVES; HIGHER EDUCATION; PRIMARY EDUCATION; RURAL AREAS; AND SCHOOL DISTRICTS.

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AN ED115408.
AU EDINGTON-EVERETT-D.
TI STRENGTHENING THE SMALL RURAL SCHOOL.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
MJ COMMUNITY-INVOLVEMENT. CURRICULUM. FINANCIAL-SUPPORT. RURAL-SCHOOLS. SMALL-SCHOOLS.
MN EDUCATIONAL-FACILITIES. FACULTY-RECRUITMENT. ORGANIZATION. PROBLEMS. SOCIOCULTURAL-PATTERNS. STUDENT-TEACHER-RELATIONSHIP.
AB SINCE SMALL SCHOOL PROBLEMS ARE MAGNIFIED IN RURAL AREAS AND SINCE SMALL RURAL SCHOOLS HAVE SUFFERED, CONSEQUENTLY, FROM THE CONSOLIDATION SYNDROME, IT IS IMPORTANT TO ACKNOWLEDGE THE FACT THAT DUE TO GEOGRAPHICAL LIMITATIONS SOME RURAL AREAS CANNOT CONSOLIDATE AND OTHERS SIMPLY PREFER THE SMALL SCHOOL ENVIRONMENT. IT SHOULD ALSO BE RECOGNIZED THAT THERE ARE BOTH STRENGTHS AND WEAKNESSES INHERENT IN THE SMALL RURAL SCHOOL. WEAKNESSES ATTRIBUTABLE TO SMALL RURAL SCHOOLS INCLUDE: (1) POOR ORGANIZATIONAL STRUCTURES; (2) DIFFICULTIES IN THE RECRUITMENT AND RETENTION OF QUALITY PERSONNEL; (3) INADEQUATE FACILITIES; (4) CURRICULUM DEFICIENCES; (5) INADEQUATE FINANCIAL SUPPORT. STRENGTHS ATTRIBUTABLE TO THE SMALL RURAL SCHOOL INCLUDE: (1) AN HOMOGENEOUS SOCIOCULTURAL BACKGROUND; (2) THE POTENTIAL FOR CLOSE-KNIT EDUCATIONAL ORGANIZATION; (3) CLOSE STUDENT/TEACHER RELATIONSHIPS; (4) COMMUNITY INVOLVEMENT; AND (5) A

CLASSROOM ENVIRONMENT CONDUCIVE TO INNOVATIVE TECHNIQUES. WHILE THE PROBLEMS OF FINANCE MUST BE MET AT THE LOCAL, STATE, AND FEDERAL LEVELS, SOLUTIONS TO MANY OF THE PROBLEMS OF THE SMALL RURAL SCHOOL CAN PROBABLY BEST BE FOUND BY COUPLING INHERENT STRENGTHS WITH INNOVATIVE EDUCATIONAL PRACTICES WHICH ENCOMPASS USE OF: THE INTERMEDIATE UNIT; THE SHARED SERVICES CONCEPT; MEDIA AND TECHNOLOGY; MOBILE UNITS; AND IN-SERVICE PROGRAMS.

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AN ED100559.
AU LOUSTAUNAU-MARTHA.
TI SMALL RURAL SCHOOLS CAN HAVE ADEQUATE CURRICULUMS.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
MJ CURRICULUM-DEVELOPMENT. EDUCATIONAL-PROBLEMS. PROGRAM-DESCRIPTIONS. RURAL-EDUCATION. SMALL-SCHOOLS.
MN AUDIOVISUAL-AIDS. COMMUNITY-RESOURCES. INSERVICE-TEACHER-EDUCATION. SHARED-SERVICES.
AB THE SMALL RURAL SCHOOL'S FOREMOST AND LARGEST PROBLEM IS PROVIDING AN ADEQUATE CURRICULUM FOR STUDENTS IN A CHANGING WORLD. OFTEN THE SMALL DISTRICT CANNOT OR IS NOT WILLING TO PAY THE PER-PUPIL COST OF CURRICULUM SPECIALISTS, SPECIALIZED COURSES USING EXPENSIVE EQUIPMENT NO MORE THAN ONE PERIOD A DAY, AND REMODELED ROOMS TO ACCOMMODATE NEW TEACHING TECHNIQUES IN ORDER TO PROVIDE THE SAME VARIETY OF CLASSES AVAILABLE IN A LARGE SCHOOL. AN ADDITIONAL PROBLEM IS HIRING TEACHERS WHO ARE PREPARED IN SEVERAL MAJOR CURRICULUM AREAS. SOME SMALL RURAL SCHOOLS HAVE FOUND WAYS TO COMBAT HUGE EXPENSE FOR SPECIALIZED PROGRAMS AND CURRICULUM DEFICIENCES BY COOPERATION BETWEEN SCHOOLS, SHARED SERVICES, GREATER USE OF AUDIOVISUAL AIDS, AND INVENTIVENESS IN MEETING THEIR SPECIAL PROBLEMS. OTHER METHODS USED BY SOME SMALL SCHOOLS THROUGHOUT THE UNITED STATES TO FILL MANY GAPS IN AN OTHERWISE MEAGER CURRICULUM ARE EXPANDING THE CURRICULUM TO INCLUDE VOCATIONAL AND CAREER EDUCATION TO PREPARE THE STUDENTS FOR LIVING IN EITHER A RURAL OR URBAN ENVIRONMENT, INSERVICE TEACHER TRAINING, BETTER GUIDANCE AND COUNSELING SERVICES, AND UTILIZATION OF COMMUNITY RESOURCES.

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AN ED100537.
TI RURAL EDUCATION--PARTNERS FOR ACCOUNTABILITY: LEGISLATORS; SCHOOL BOARDS; ADMINISTRATORS; TEACHERS; PARENTS; COMMUNITY (OR CITIZENS); STUDENTS.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
MJ ACCOUNTABILITY. COMMUNITY-RESPONSIBILITY. EDUCATIONAL-PLANNING. RURAL-SCHOOLS. SCHOOL-DISTRICT-AUTONOMY.
MN ADMINISTRATOR-RESPONSIBILITY. BOARD-OF-EDUCATION-ROLE. EDUCATIONAL-LEGISLATION. FINANCIAL-SUPPORT. GUIDES. INTERACTION. PARENT-RESPONSIBILITY. SELF-DIRECTED-GROUPS. STUDENT-RESPONSIBILITY. TEACHER-RESPONSIBILITY.
AB DEFINED AS A CONCEPT WHICH CENTERS ON PLANNING EDUCATIONAL NEEDS AT THE LOCAL LEVEL, ACCOUNTABILITY IS PARTICULARLY FEASIBLE IN SMALL RURAL SCHOOLS, SINCE THE NUMBER OF PEOPLE RESPONSIBLE FOR EDUCATION NEEDS IS MORE READILY MANAGEABLE THAN THE NUMBER FOUND IN URBAN AREAS. DESIGNED TO FAMILIARIZE RURAL PARENTS AND OTHER LAY CITIZENS WITH THE CONCEPT AND PRACTICE OF ACCOUNTABILITY, THIS HANDBOOK DEFINES THE SHARED RESPONSIBILITIES OF SCHOOLS, LEGISLATORS, SCHOOL BOARDS, SCHOOL ADMINISTRATORS, TEACHERS, PARENTS, COMMUNITY, AND STUDENTS. PRIMARY RESPONSIBILITIES ARE DEFINED AS FOLLOWS: RURAL

SCHOOLS ARE ACCOUNTABLE FOR KEEPING PACE WITH THE RAPIDLY CHANGING TRENDS OF RURAL LIFE, PREPARING STUDENTS FOR JOBS WITHIN THE COMMUNITY, FOR CONTINUING EDUCATION, OR FOR URBAN TRANSITION. LEGISLATORS ARE ACCOUNTABLE FOR STATE LAWS THAT PROVIDE FUNDS FOR EQUAL EDUCATION. SCHOOL BOARDS ARE ACCOUNTABLE FOR KEEPING UP WITH INFORMATION RELATIVE TO THE SPENDING OF SCHOOL FUNDS AND FOR MAINTAINING COMMUNICATION CHANNELS. ADMINISTRATORS ARE ACCOUNTABLE TO THE SCHOOL BOARD FOR DISTRICT MANAGEMENT AND INFORMATION DISSEMINATION. TEACHERS ARE ACCOUNTABLE FOR KNOWING AND PRESENTING SUBJECT MATTER VIA SUITABLE METHODS. PARENTS ARE ACCOUNTABLE FOR THE LEARNING HABITS AND ATTITUDES OF THEIR CHILDREN. COMMUNITIES ARE ACCOUNTABLE FOR EDUCATIONAL INVOLVEMENT. STUDENTS ARE ACCOUNTABLE FOR LEARNING.

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AN ED096077.
TI HOW WELL DO THEY REPRESENT YOU? A HANDBOOK ON LOCAL RURAL SCHOOL BOARDS FOR PARENTS AND OTHER CITIZENS.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (BBB06621).
MJ BOARD-OF-EDUCATION-ROLE. COMMUNITY-CONTROL. EDUCATIONAL-POLICY. PARENT-SCHOOL-RELATIONSHIP. RURAL-EDUCATION.
MN CHANGING-ATTITUDES. EDUCATIONAL-RESPONSIBILITY. EVALUATION. GOVERNMENT-ROLE. POLITICS. REACTIVE-BEHAVIOR. SOCIAL-ACTION.
AB IN RECENT YEARS, PARENTS AND OTHER CITIZENS HAVE LOST THEIR INFLUENCE OVER LOCAL SCHOOL BOARDS BECAUSE OF INCREASING ENROLLMENT AND DISTRICT CONSOLIDATION, LACK OF CONTACT BETWEEN BOARD MEMBERS AND CLASSROOM TEACHERS, TEACHER ORGANIZATION AND SUBSEQUENT VETO POWER OVER BOARDS, AND THE BUREAUCRATIZATION OF EDUCATIONAL SYSTEMS. TO ALLEVIATE THIS, THE HANDBOOK ON LOCAL RURAL SCHOOL BOARDS EXPLAINS WHAT KIND OF PEOPLE ARE BOARD MEMBERS, HOW LONG THEY SERVE, AND HOW THEY ARE ELECTED OR APPOINTED. SUBSEQUENT SECTIONS COVER: (1) HOW SCHOOL BOARDS ARE POLITICAL, HOW THE STATE AND FEDERAL GOVERNMENTS INFRINGE ON LOCAL AUTHORITY, AND HOW LOCAL GOVERNMENTS EXERCISE CONTROL; (2) WHO IS REALLY IN CHARGE, WHETHER THE BOARD MEMBERS OUGHT TO USE THEIR OWN JUDGEMENT OR REFLECT WHAT THEIR "CONSTITUENTS" PREFER, AND WHETHER THEY ARE REPRESENTATIVE OF THE ENTIRE PUBLIC; (3) SOME STRENGTHS AND WEAKNESSES; (4) SCHOOL BOARD RESPONSIBILITIES; (5) HOW THE SUPERINTENDENT AND THE BOARD WORK TOGETHER; (6) HOW BOARDS REPORT TO THE PUBLIC, WITH SUGGESTIONS FOR OPEN MEETINGS, NEWSLETTERS, ANNUAL REPORTS, AND HANDBOOKS FOR PARENTS; AND (7) HOW TO APPROACH AND INFLUENCE THE LOCAL SCHOOL BOARD. IDEAS TO CONSIDER INCLUDE COMMUNITY INVOLVEMENT, STUDENT ADVISORY BOARDS, EXPERIMENTAL AND VOLUNTEER PROGRAMS, AND PUBLIC SURVEYS. TWO CHECKLISTS, "HOW DOES YOUR SCHOOL BOARD RATE'? AND "HOW DO YOU RATE AS A SCHOOL PATRON OR PARENT'? ARE ALSO GIVEN.

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AN ED093519.
AU WOOD-A-W.
TI DEVELOPING EDUCATIONAL ALTERNATIVES: SOME NEW WAYS FOR EDUCATION IN RURAL AREAS.
MJ COMMUNITY-EDUCATION. EDUCATIONAL-PROGRAMS. RURAL-AREAS. RURAL-EDUCATION. YOUTH-CLUBS.
MN ALTERNATIVE-SCHOOLS. DEVELOPING-NATIONS. DROPOUTS. EXPERIMENTAL-PROGRAMS. FEDERAL-PROGRAMS. RURAL-YOUTH. URBAN-YOUTH. YOUTH-PROBLEMS.
AB THE EVOLUTION AND DIVERSIFICATION OF ALTERNATIVE EDUCATIONAL

PROGRAMMES FOR RURAL COMMUNITIES ARE TRACED FROM THE "SHOCK-ABSORBER" APPROACH, AIMED AT A SECTOR OF SOCIETY WHICH PRESENTED A VISIBLE NEED, TOWARD COMMUNITY EDUCATION AND SOME OF THE WORKING PRINCIPLES BEHIND IT. THE STARTING POINT FOR EXAMINING EDUCATIONAL EVOLUTION IS TRADITIONAL YOUTH WORK AND THE GROWTH OF YOUTH CLUBS. BECAUSE OF THE EXTREME SELECTIVITY IN CONVENTIONAL EDUCATION SYSTEMS, THE DROPOUT BECOMES THE PREOCCUPATION OF THE MISSIONARY, VOLUNTARY WORKER, PRIVATE ORGANIZATION, AND ULTIMATELY OF GOVERNMENTS. IN MANY COUNTRIES THERE IS A LONG HISTORY OF SUCH STRUCTURES, FREQUENTLY SCANTILY EQUIPPED AND STAFFED, SOME OF WHICH OFFER YOUNG PEOPLE RECREATIONAL OPPORTUNITIES, WHILE OTHERS OFFER SHELTER. TOPICS ARE: URBAN AND RURAL YOUTH CENTRES; GOVERNMENT AND NATIONAL SCHEMES; SMALLER SCHEMES; AND PRIVATE EXPERIMENTS. THE PAPER CONCLUDES THAT THE RURAL AREAS OF THE DEVELOPING WORLD CONSTITUTE A CLEAR CASE OF MULTIPLE DEPRIVATION. FACED WITH SUCH A SITUATION, THERE IS PROBABLY LITTLE THAT EDUCATION IN ITSELF, WHETHER CONVENTIONAL OR NOT, CAN ACHIEVE.

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AU MCE-EDWARD-C. TAMBLYN-LEWIS-R.
TI RURAL SCHOOLS AS A MECHANISM FOR RURAL DEVELOPMENT.
SN NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. (88BC6621).
MJ EDUCATIONAL-DEVELOPMENT. RELEVANCE-EDUCATION. RURAL-DEVELOPMENT. RURAL-SCHOOLS. SCHOOL-ROLE.
MN CHANGE-AGENTS. DEFINITIONS. EXPERIMENTAL-PROGRAMS. INDUSTRIALIZATION. LEGISLATION. RELATIONSHIP.
AB A RELATIONSHIP EXISTS BETWEEN RURAL SCHOOLS AND RURAL DEVELOPMENT. BEING AN INTEGRAL PART OF RURAL COMMUNITIES AND SOCIETY, THESE SCHOOLS ARE AFFECTED BY THE FORCES AT WORK WITHIN AND ON THEIR SOCIETY. RURAL SOCIETY, COMMUNITIES, AND SCHOOLS HAVE BEEN CHANGED BY MASSIVE FORCES OF INDUSTRIALIZATION, URBANIZATION, AND BUREAUCRATIZATION. MIGRATION ACCELERATED AS INEQUITIES BETWEEN RURAL AND URBAN AREAS BECAME MORE VISIBLE. THE SCHOOL IS A MAJOR FORCE IN IMPROVING OPPORTUNITY AND THE QUALITY OF LIFE. THEREFORE, SCHOOLS ARE A MECHANISM FOR DEVELOPMENT AND CAN BE STRATEGIC FORCES IN DEVELOPMENT EFFORTS TO IMPROVE RURAL COMMUNITIES, THEN CREATING CONDITIONS UNDER WHICH THEY CAN PERFORM MORE EFFECTIVELY AS EDUCATIONAL INSTITUTIONS. THIS PAPER PROVIDES: (1) AN OVERVIEW OF THE GROWING INTEREST AND CONCERN IN DEVELOPMENT AT VARIOUS LEVELS, (2) A REVIEW OF THE FUNCTIONS OF SCHOOLS IN PAST DEVELOPMENT, (3) IMPEDIMENTS SCHOOLS CONFRONT AS A DEVELOPMENT MECHANISM, (4) FUNCTIONS SCHOOLS MIGHT PERFORM IN RURAL DEVELOPMENT, AND (5) SOME SPECIFIC ACTIONS SCHOOLS MIGHT TAKE TO ACCELERATE DEVELOPMENT IN RURAL COMMUNITIES AND TO IMPROVE EDUCATIONAL QUALITY.

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- National Rural Center (NRC)
  Suite 1000
  1828 L Street, N.W.
  Washington, D.C. 20036
  Telephone: (202) 331-0258
  Contact: Gail Parks, Education Director

NRC is an independent, non-profit organization created to develop policy alternatives and to provide information to help rural people and their communities. A major component of the NRC is the National Rural Information Center. The Information Center maintains a specialized library of research and data on rural affairs, including Congressional and Executive-branch documents. Its computerized information retrieval system enables the staff to respond to requests for bibliographic information and other data on a wide range of rural-related issues. A primary objective of the Clearinghouse is to help state and local officials, community organizations, and individuals with rural concerns gain access to government and private organizations which can provide financial or technical assistance relating to community development and revitalization program. Two publications are available:

A Directory of Rural Organizations, (1977 update), which provides information on major national organizations involved in various aspects of rural development and policies. Single copies are free upon request; additional copies are $2.00 each.

Private Funding for Rural Programs, which identifies some of the major national, regional, and local foundations that fund programs benefiting rural people, and provides information on each that will be useful to the grant-seeker. Single copies are available free upon request; additional copies are $2.00 each.

- ERIC Clearinghouse on Rural Education
  and Small Schools (ERIC/CRESS)
  Box 3AP, New Mexico State University
  Las Cruces, New Mexico 88003
  Telephone: (505) 646-2623
  Contact: Judy Conrad
  Rural Education Specialist

This national information system provides ready access to descriptions of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs. The Clearinghouse is responsible for acquiring, indexing, abstracting, and disseminating information related to all aspects of education of American Indians, Mexican Americans and migrants, outdoor education, and education in small schools and rural areas.

The Clearinghouse has published several helpful bibliographies and reference guides on rural education. Some of these are:

Rural Education: A Bibliography of ERIC ABSTRACTS, Supplement No. 3, October 1977. (Stock No. EC-058; $10.00).

One Year Out: Reports of Rural High School Graduates, September 1977. (EC-059; $3.75).

Rural Career Guidance: Abstracts of Current Research Materials and Practices, 1978. (EC-063; $9.50).

Impacts of the Rural Turnaround on Rural Education, 1979. (EC-075; $4.25).

Imaginary Gardens? Real Problems: An Analysis of Federal Information Sources on Rural Education, 1979. (EC-076; $6.00).

The above publications are for sale by:

National Educational Laboratory Publishers, Inc.
813 Airport Blvd.
Austin, Texas 78702

In addition, a Consultant Directory for Rural Career Guidance (1978) is available from the Clearinghouse.

- Center for Community Change (CCC)
  1000 Wisconsin Avenue, N.W.
  Washington, D.C. 20007
  Telephone: (202) 338-6310
  Contact: Pablo Eisenberg, President

The Center provides technical assistance and other support to low-income and minority community organizations throughout the country. Support includes help in program planning and implementation, large scale physical development projects, resource development, internal administration, training and workshops, and general information. Special projects have included research on rural education. Several CCC publications may be of interest to educators. Write or call for a publications and price list.

- Rural/Regional Education Association (RREA)
  1201 16th Street, N.W.
  Washington, D.C. 20036
  Telephone: (202) 833-4460
  Contact: Lewis R. Tamblyn, Executive Director

The RREA seeks to improve and expand educational opportunities in rural areas and smaller communities throughout the United States. It engages in

research projects and studies and provides information concerning rural education to its members and the general public. It serves as an advocate organization to develop appropriate educational programs for rural/regional use. In addition, it develops programs directed toward new political or governmental situations in which rural/regional education must function and identifies priority needs of rural schools and regional agencies. Publications include a bi-monthly newsletter (Rural Education News) and several occasional monographs which focus on concerns in rural education. RREA also supports a national conference on rural education which is held each year.

- U.S. Department of Agriculture
  Economic Statistics Cooperative Service
  Economic Development Division
  500 12th Street, S.W.
  Washington, D.C. 20250
  Telephone: (202) 447-8673
  Contact: Frank Fratoe

The Economic Development Division publishes a series of Rural Development Reports. Two publications authored by Frank Fratoe are available that deal specifically with rural education: Rural Education and the Labor Force and Educational Needs of Farm Workers.

- National Advisory Council on Women's
  Educational Programs (NACWEP)
  1832 M Street, N.W.
  Suite 821
  Washington, D.C. 20036
  Telephone: (202) 382-3862

The publication, Educational Needs of Rural Women and Girls (1977), by Katharine Clarenbach is available.

- Rural Sociological Society
  Department of Agricultural Economics
  and Rural Sociology
  325 Morgan Hall
  University of Tennessee
  Knoxville, Tennessee 37916
  Telephone: (615) 974-7231
  Contact: Frank Leuthold, Treasurer

This professional society of educators and others employed in the field of rural sociology seeks to give assistance to leaders in agriculture and rural life through research, training, and extension. It publishes the quarterly journal Rural Sociology. A membership directory is also available.

Several universities and colleges can provide information, technical assistance, and results of research on such topics as rural education needs, training needs of teachers in rural settings, rural school/community relationships, aspirations of rural students and other related topics. For further information, contact the following institutions:

- Rural Teacher Education
  Brigham Young University
  Provo, Utah 84601
  Telephone: (801) 374-1211
  Contact: Ivan Muse

- Rural Development Office
  620 Clark Hall
  University of Missouri
  Columbia, Missouri 65201
  Telephone: (314) 882-7396
  Contact: Daryl Hobbs, Director

- Department of Agricultural Economics
  and Rural Sociology
  Texas A & M University
  College Station, Texas 77843
  Telephone: (713) 845-2116
  Contact: Art Crosby

- Department of Rural Sociology
  640 Warf Building
  University of Wisconsin
  Madison, Wisconsin 53706
  Telephone: (608) 263-2899
  Contact: A. O. Haller

- Department of Agricultural Economics
  Oklahoma State University
  Stillwater, Oklahoma 74074
  Telephone: (405) 624-6157
  Contact: Luther Tweeten

- College of Education
  Dartmouth College
  Hanover, New Hampshire 03755
  Telephone: (603) 646-2009
  Contact: Faith Dunn

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NO LC: 78019434 ISBN: 044056196.
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ST STATUS: IP.

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AU CYR-F-W.
TI RESPONSIBILITY FOR RURAL SCHOOL ADMINISTRATION AL.
PB APR RE342T.
PR $0000.00.
NO LC: 70176703 ISBN: 0404555799.
CN LC: ALB1567B-C9-1972 DEWEY: A371-2-00973.
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ST STATUS: IP.

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TI IMPACT OF FEDERAL FUNDING ON SMALL SCHOOL DIS N20.
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PR $0004.00.
ST STATUS: IP.

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AU CHRISTIANSEN.
TI MUSICAL ACHIEVEMENT IN RURAL SCHOOLS OF UTAH.
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PR $0008.95.
ST STATUS: IP.

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TI VOCATINAL EDUCATION FOR RURAL AMERICA.
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YR 59.
PR $0004.00.
ST STATUS: OPC.

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